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ABSTRACT

This annual report discusses the status of programs created to broaden the uses of the humanities by the American public. Included in the discussion is an experimental program on a statewide basis for informal adult education in the humanities and The Jefferson Lecture in the Humanities, a national series which will bring humanistic learning directly to bear on public affairs. (Author/CK)

ED 062358

# National Endowment for the Humanities

# Sixth Annual Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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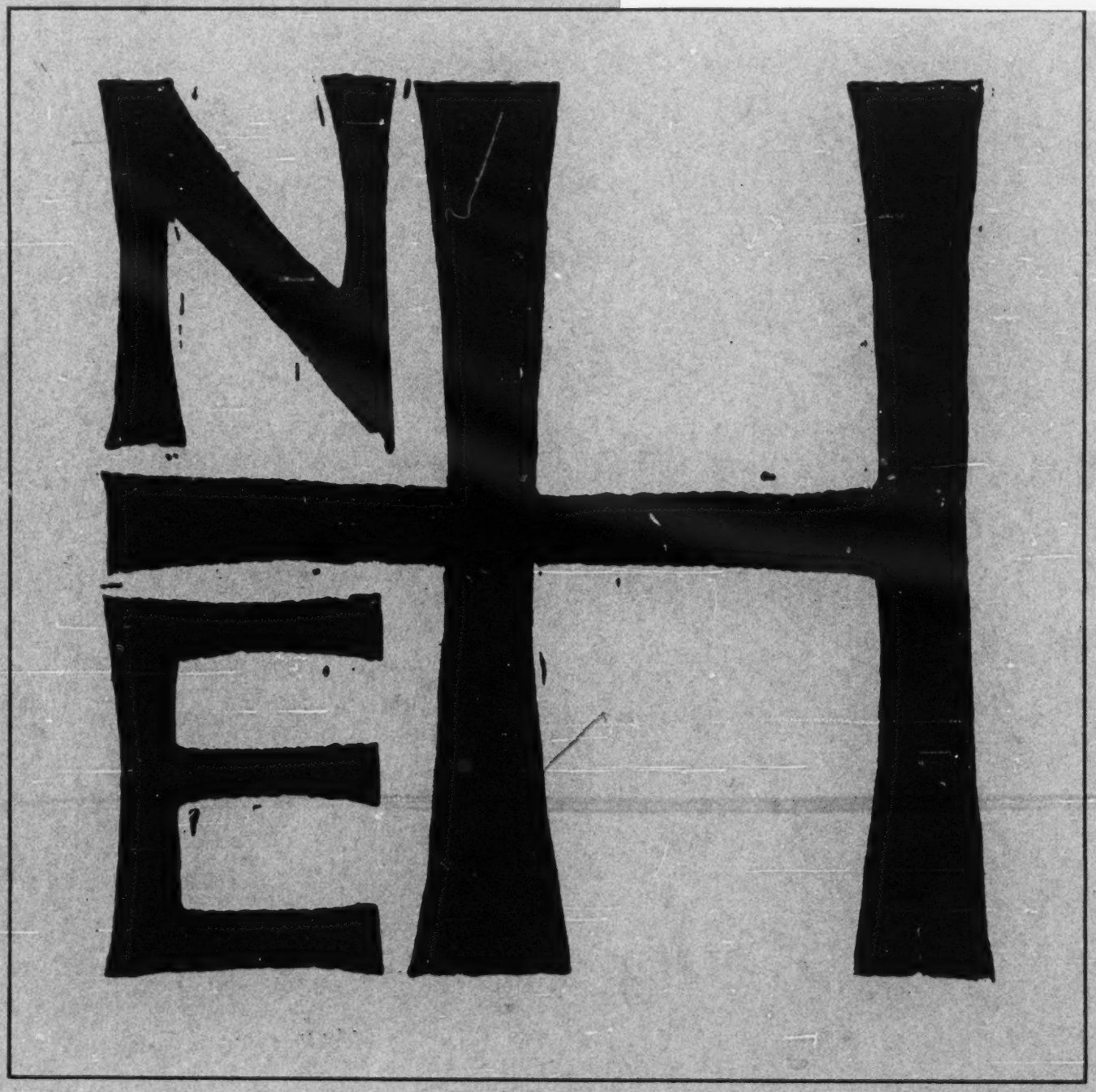


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# National Endowment for the Humanities

# Sixth Annual Report

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The White House

February 1, 1972

To the Congress of the United States:

In transmitting this Sixth Annual Report of the National Endowment for the Humanities, I particularly commend to your attention the new programs begun by the Endowment during fiscal year 1971. These programs, created in order to broaden the uses of the humanities by the American public, include an experimental program on a statewide basis for informal adult education in the humanities and The Jefferson Lecture in the Humanities, a national series which will bring humanistic learning directly to bear on public affairs.

These new programs and the expansion of existing programs described in this report were made possible by the strong support in increased funding given by the Congress to the Endowment at my request. Both the executive and legislative branches have now recognized that the humanities—languages, history, philosophy, literature and ethics among others—are an essential tool for restoring contemporary problems and that the Endowment can eventually place this tool within the grasp of more Americans than ever before.

Federal support of the National Endowment for the Humanities has had the desired effect of stimulating private giving and private initiative. I am therefore happy to report that in fiscal year 1971 the Endowment received a total of 517 separate gifts, about four times the number received the previous year. These gifts or pledges, amounting to $2.5 million, made it possible for the Endowment for the second year in a row to draw the full amount of Federal matching funds appropriated for that purpose.

It is my pleasure, too, to note that the Humanities Endowment's Sixth Annual Report is printed on recycled paper as a part of this Federal agency's effort to make use of the Nation's natural resources.

Richard Nixon

The White House

National Endowment for the Humanities
Washington, D.C. 20506

The Chairman

December 16, 1971

Dear Mr. President:

I have the honor to transmit herewith the Annual Report of the National Endowment for the Humanities for fiscal year 1971 for presentation to the Congress as specified by the provisions of the National Foundation on the Arts and the Humanities Act of 1965, as amended.

The programs described in this report illustrate the Endowment's concern with values as they bear on the problems of urbanization, minorities, and the relationships of peoples and nations as well as the wider application of humanistic knowledge and insights to the general public interest.

Respectfully,

Ronald Berman

Ronald Berman
Chairman

The President
The White House
Washington, D.C. 20500

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## Introduction

The humanists of the Renaissance, from whom we derive our ideas about the value of education, were confident that learning as they understood it would endure. For them, science was a pastime and technology not even a conception. Humane learning—history, literature, ethics, language—was nearly the whole of intellectual experience, always with the vast exception of religion. Very little of this confidence remains, and it sometimes appears that we can only comprehend it in terms of irony.

Humanism began with the study of the printed word. As in the case of the translations of Erasmus it aimed for the strict interpretation of a given text. But it meant also a good deal more, for this might be indistinguishable from the simple routine of law or business. The point is that humanism implied cultural and moral values and that it exerted certain imperatives. From the first, it argued that our intellectual and moral powers were more important than other human abilities. It asserted that man was defined by the power of reflection and that he could only assume his real status in the world through principled action. For that reason the heroes of humanism were not only statesmen but scholars: Prospero meant as much to the imagination as Henry Plantagenet.

Milton, in fact, wrote of education that it might repair the damages of original sin. That is a conception admirably arrogant; if the teacher today views it with amused misgivings it is only because of the difficulty and not because of the intention. Like his great contemporaries he assumed that there were two kinds of knowledge: that which tends toward social action and that which belongs to the human consciousness itself. We recall the letter of Leonardo Da Vinci describing himself not as an artist alone but as a man of practical and worldly experience: "I believe myself able to vie successfully with any," he wrote, "in the designing of public and private buildings, and in conducting water from one place to another." Leonardo took pride in the utility of knowledge, in transportation, engineering, and those inventions of use in war and peace. Even at a distance of four centuries we can honor this determination. In fact, the National Endowment for the Humanities has been specifically commissioned to do just that. Practical knowledge means the application of our minds to urban problems, to the condition of minorities, even to the relationships of peoples and nations. But there is another kind of knowledge praised by the humanists, a kind that received its sharpest definition in modern times from the pen of Cardinal Newman. That kind of knowledge, which underlies the whole idea of the liberal arts, is its own object and value.

It is possible that some will call the opposite of practical knowledge "impractical knowledge." For them it is not easily understandable why classes should be held in languages and on civilizations long dead. There are others who have recently attacked the humanities because they do little to bring about a new consciousness or a new Utopia. I find them to be the defenders of a new ignorance. Surely we don't have to be apologetic about the values of contemplation. Cardinal Newman put the matter with classic simplicity: the development of intelligence is in itself a worthy end. His discourse on the university describes "the force, the steadiness, the comprehensiveness and the flexibility of intellect, the command of our own powers, the instinctive just estimate of things as they pass before us" which is rarely a natural gift, but instead the product of "much effort and the exercise of years." The mind, in short, before it can have any effect at all in society must be formed by that effort and exercise which so adequately sum up the process of learning.

One of the most admirable of Renaissance humanists, the Duke of Urbino, was said to have spent half the income of the state on libraries. Comparisons may well be invidious, but it certainly is a goal to make one stop and think. In any case, those farsighted legislators and executives who have commissioned this Endowment have made possible our support of the two kinds of education. One is public and social, the other private and individual. One strives for the understanding and resolution of historical circumstances. The other respects the work of the mind precisely because that embodies our highest powers, because intelligence is a legitimate end in itself.

Those supported by NEH—and certainly that greater public to which we are responsible—will

clearly wish to know in what ways we intend to continue our enterprise. As incoming Chairman, I think my own first duty is to acknowledge the support of President Nixon who has stated that "now is the time to enrich the life of the mind and invoke the splendid qualities of the American spirit," and that of Congress. The Endowment will seek, as it has under the able leadership of Henry Allen Moe, Barnaby Keeney and Wallace Edgerton, to merit that trust. The organization is a good one, with a record of significant contributions to university programs, to individual scholarship and to support of great experiences like Lord Clark's popular film series "Civilisation," and to a variety of projects in local communities. The demands of the seventies will stretch our capacity as far as it will go and will give us new goals to aim at. We shall have to take account of the extended university which reaches an audience outside of the schools. It is not enough to educate the fortunate young; those who support themselves and others ought, in turn, to have a chance to see a Shakespearean comedy and to join more fully in judgments on problems of ethics or politics. The art of teaching, which is now almost as great a secret as the manufacture of stained glass, must with all speed be revived and fostered. The Endowment will support the teaching profession, looking to induce the best of our students to enter it. Grants both within and outside the profession ought certainly to be distinguished by the intellectual merit of the projects involved. In short, we must maintain our efforts to support both public and professional needs.

In the larger view, education as both an art and a science must come in for scrutiny. We ought to encourage our best scholars to examine the teaching of the humanities, and to suggest to us how that may be improved. Our mission might be defined in these terms: to support the formal systems of education we now have; to extend them to the reach of those who hope for the knowledge they cannot afford to pursue; to restore the humanities to the ethical center of a world dominated by technology. One of the most interesting and heartening events of 1971 has been the renewed respect of students for humanistic knowledge. Most college students have rejected the narrow politicized conditions of the American campus. Indeed, they have done so in advance of some of their teachers. It is perhaps surprising, but nevertheless the interest of students in the humanities is now at a new high. If we cannot satisfy their legitimate demands for intellectual standards and moral guidance we will have betrayed a great trust. The past, we have been warned, is prologue. Unless we can transmit the humane learning accumulated by history we will certainly not have much of a future.

Ronald Berman
Chairman



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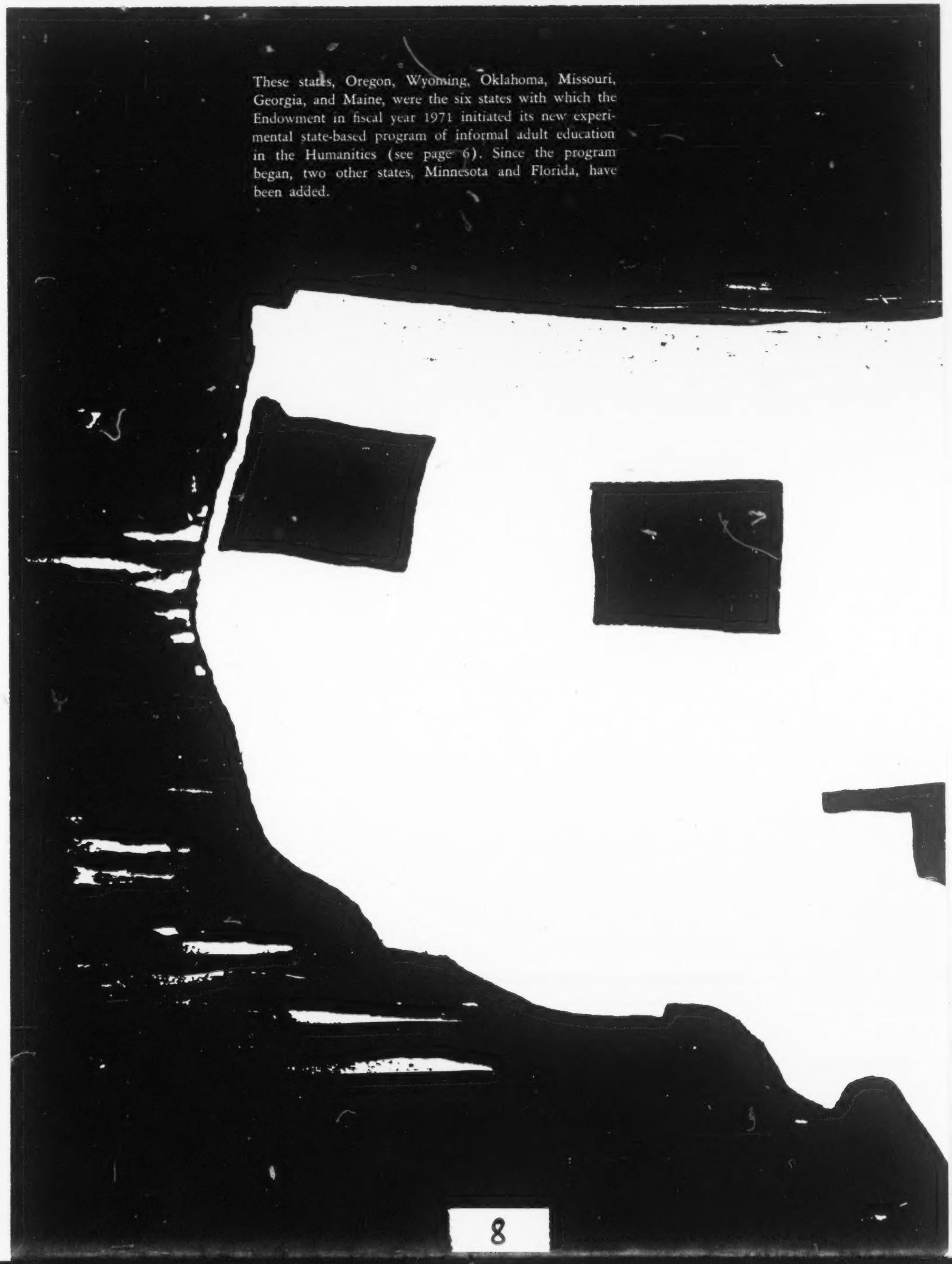

These states, Oregon, Wyoming, Oklahoma, Missouri, Georgia, and Maine, were the six states with which the Endowment in fiscal year 1971 initiated its new experimental state-based program of informal adult education in the Humanities (see page 6). Since the program began, two other states, Minnesota and Florida, have been added.

## State and Community Programs

In fiscal year 1971 the Endowment, in cooperation with a wide diversity of educational, professional and civic organizations in 6 states, began an experimental program of informal adult education in the humanities on a state-wide basis. This program is a major effort to encourage broad involvement of the American public in a real examination of our national life as it has been, as it is, as it could be. It is at once a grassroots program aimed at increasing dramatically the quality, extent, and effect of state and local programs in the humanities, a basic effort to add a new dimension to the field of adult education, and a salient in the Endowment's effort to involve academic humanists in a fuller and more useful relationship with the general adult public.

The 6 participating states in the new state-based program are Georgia, Maine, Missouri, Oregon, Oklahoma, and Wyoming. Experimental grants to them, all in the $100,000 range, are made to a variety of informally-organized councils, committees, and commissions formed from representatives of such institutions and agencies as university extension programs, state and local historical societies, educational television and radio, public libraries and other organizations with experience in the humanities. Funds are largely regranted by these state groups to individuals and organizations within the state. This regranting process is a key aspect of the experimental program; the Endowment expects thereby to ensure that the maximum possible distribution of funds within the states will occur, including less populated areas not now served by existing groups. In Oregon, for example, the theme "Man and the Land" will be developed by several different organizations working closely together as the Oregon Joint Committee on the Humanities. This Committee has also invited proposals from throughout the state and will judge these competitively according to explicit criteria and how well they relate to the general theme. Proposals could come from civic clubs as well as libraries or museums, from professional organizations as well as colleges and universities, and the means used could be films, lectures, panels, discussions, or multi-media programs. The use of a unifying theme for the programs should increase the overall impact of work under the grant, and programs developed by historians, philosophers, and other humanists under such a theme would aid public discussions of the ecological and land-use questions that are particularly of public concern in Oregon.

If the Endowment succeeds in bringing a significant number of humanists into meaningful relationships with the general public in Oregon and other trial states—and evidence suggests that this is already beginning in this program—a major reshaping of the nature of education, of public dialogue, and of the humanistic constituency will be successfully taking place.

### *Special Projects Program*

The Special Projects Program was originally created by the Endowment to provide support for a limited number of local projects initiated by community institutions and organizations with the aim of reaching the general adult public and helping them to discover a new understanding of local problems through the knowledge and insight of the humanist. Each regional project ideally can function as exemplary: setting high standards of quality for public activity in the humanities. It is supplemental and complementary to the state-based experimental activity. Until such time as fully operational state-based experimental groups exist in all the states, the special projects activity is the only device available to the Endowment for the support of locally-initiated public programs in the humanities tailored to the capacities of local institutions and geared to local viewpoints and insights. Some examples of these special projects:

### *"The City in Historical and Philosophical Context"*

A grant has been made to the Chicago Public Library for a year-long program centered on "the city in historical and philosophical context." The library is aggressively seeking to expand its role in the city, to become more than a mere repository for books, and to make its services available to a wider constituency than it presently reaches. It will do this through a series of lectures and discussions on the nature of the city from a humanistic viewpoint, calling on representatives of civic organizations from all over the city, and particularly from cul-

turally deprived areas. The library will make its staff and services available to neighborhood centers throughout the city for community-centered discussions based upon the overall theme. The expectation is that by the end of the grant year the Chicago Public Library will have substantially increased its ability to serve more than the educationally-advantaged population, and that genuine thoughtfulness about the "meaning" of a city such as Chicago will have been generated.

*"The American Heritage in a Changing Society"*

Another grant has been made to the University of California, Davis, for support of an institutional consortium project entitled "The American Heritage in a Changing Society." The project started by bringing together the key elements of an informal "regional consortium in the humanities" in this North Central California region consisting of UC-Davis personnel, community services directors from the six community colleges within a 40-mile radius of the Davis campus, and representatives of the communities served by these community colleges. Together they will plan cooperatively for a series of seminars in each of the six areas on problems of local concern to which humanists can speak—themes such as justice, ecology, ethics, and the family. All participants anticipate the development of an on-going cooperative relationship and spirited and informed community discussions in the humanities with several thousand adults from the mixed populations of the area—American Indians, Mexican-Americans, Blacks and Anglos—on problems that are directly related to their respective communities.

**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Division of State and Community Programs, fiscal year 1971* | 12 | $752,225 | 6 | $587,400 |

*Excludes special projects

"Man and the Land," here represented by these loggers, is the theme for a new state-based humanities program initiated by the Endowment in fiscal year 1971 in Oregon and several other states (see page 6).

## Division of Public Programs

The purpose of the Endowment's Public Program is to stimulate the desire for, and then to improve the opportunity for, the adult public of the United States to have access to informal education in the humanities. Its distinctive task therefore is to encourage the design and ensure the availability of a wide variety of programs which may be used by different groups or, through the public media, by individuals broadly throughout the nation. There is a large and growing public not now engaged in formal education eager to gain knowledge and insights from the past and relate them to the problems of the present and future. This eagerness on the part of the public to continue to experience and learn from the humanities beyond the years of formal education can be gauged by its enthusiastic response to several of the Endowment's programs.

*"The Wright Brothers"*

"The Wright Brothers: Orville and Wilbur," a 90-minute color film written and directed by Professor Arthur Barron and produced by NET with Endowment support as a part of the "Biography Series I," attracted substantial popular and critical attention. The film was nationally televised by the Public Broadcasting Service on June 24th, 1971, after its world theatrical premiere in Washington on June 22nd. Dr. Barron's film not only documents the events surrounding the first flights of the Wright brothers, portrayed by actor-brothers James and Stacy Keach, it also captures some of the flavor of turn-of-the-century America, in addition to giving insights into the complex personalities of the two brothers. Some aspects of the film evoking critical applause:

From the Kansas City *Star:* "Geniuses are notoriously hard to portray convincingly on the stage or screen. But the brothers are exhibited as credible human beings, living in a more or less typical small Ohio town at the turn of the present century. It was, the film notes, at bottom still a bucolic period in American History, and the scene has been carefully set. Yet the characters involved are by no means stereotyped. The production makes clear that Wilbur and Orville must have been unusual men from the start and not merely in retrospect."

From the Washington *Post:* "Filmed in the original Wright Brothers home and bicycle shop, now at Dearborn's Greenfield Museum, and on remote stretches of Cape Hatteras . . . the drama is authentic turn-of-the-century down to the last detail. There is fine excitement as their lonely struggle to get the flying machine off the ground ends in success."

From the New York *Times:* "Those scenes of the various flights are beautiful and sometimes thrilling. Many of the authentic details, including reproductions of the planes . . . are excellent . . . camerawork is outstanding."

*The National Humanities Series*

Due to enthusiastic response, the National Humanities Series, a program designed to bring the humanities to general audiences and interested organizations throughout the country, concluded its second year of operation with the number of communities and states more than double over the previous year. In fiscal year 1970, when the Series was begun on an experimental basis, it reached 29 communities in 18 states; in fiscal year 1971, its first full year of operation, the Series reached 60 communities in 40 states.

The National Humanities Series is conducted by the Woodrow Wilson National Fellowship Foundation. Under the general title "Time Out for Man," humanities teams consisting of humanist-lecturers, supported by performers, make presentations and lead discussions on such themes as "Justice: Trial and Error," a study of man's quest for an orderly community; "Stop, Look, and Listen," a multi-media exploration of the humanities; and "Face to Face," an inquiry into how and why men create.

Perhaps no program in the National Humanities Series for fiscal year 1971 aroused more spirited discussions than "Justice: Trial and Error" led by Dr. Mereld Keys. Assisted by a team of versatile and spirited performers, Keys began first by exploring some main themes which later became the subjects for discussion between him and his presentation team and the general audience, composed of all segments of the community. These themes, concerning such basic questions as whether we owe

obedience to God's law or man's law, our conscience or the state; the relationships of property and power, of retribution and mercy, were introduced through excerpts from a wide-ranging assortment of sources. They included basic American documents, Henry David Thoreau, the Ten Commandments, the Sermon on the Mount, philosophers Plato and Locke; Anouilh's "Antigone," hangin' judge Roy Bean, and Lerner and Lowe's "Camelot."

The National Humanities Series has received another grant from the Endowment to allow it to continue for a third year, during which it will present "A More Perfect Union," tracing the dreams, purposes and the values that have shaped American history; "Exiles in the House," the alienation of today's young people examined in depth in a mixed-media presentation; "A Sense of Place," exploring American regional folkways; and "Conversations," presenting readings from George Bernard Shaw and other masters of the English language.



"Modern Alaskan Native Material Culture" is a project carried out by the University of Alaska Museum under the direction of Ludwig J. Rowinski to investigate the cultural change occurring among the native populations in Alaska by documenting the changes that have occurred since contact with other populations. Here Dr. Wendell H. Oswalt, director of a team of field investigators, examines an implement used in stretching hides.

*"Civilisation"*

The Cleveland *Plain Dealer,* among other publications, has noted that "one of the most highly acclaimed series ever seen on American television, 'Civilisation' won some of TV's most prestigious prizes, including the Peabody, Saturday Review and Critics' Consensus awards." In fiscal year 1971 the Endowment funded distribution of this widely-acclaimed series of thirteen 52-minute color films through the National Gallery of Art to communities throughout the United States and its territories. The response to this program, representing Lord Clark's "highly personal view" of the ideas and events of sixteen hundred years of the history of Western man, has been overwhelming. The films are made available free of charge to community and campus audiences by distribution through approximately 2,000 colleges with fewer than 2,000 students. In fiscal year 1971 an estimated 1,382,000 people in 177 communities saw the films and bookings to an additional 231 college communities already extend through fiscal year 1972. This distribution concept, which will continue as long as there is a demand for the films, takes cognizance of the fact that the cultural focus of many towns is the college located near them. Distribution of "Civilisation" therefore has gone to towns like Sitka, Alaska and to Sitka Community College, to Paragould, Arkansas and nearby Crowley's Ridge College, to Arecibo, Puerto Rico and the Inter-American University there. Whether it's Sitka, Paragould or Arecibo, the neighboring college very often has the only well-equipped auditorium where the public as well as student body and faculty can view "Civilisation" under optimum conditions. Too, the neighboring college is willing to do the booking of the films for audiences in its immediate neighborhood as well as make its auditorium available to them, thus making these showings of "Civilisation" examples

Real-life brothers Stacy and James Keach impersonated "The Wright Brothers: Orville and Wilbur," in a 90-minute color documentary film produced by NET with Endowment support as part of its Biography Series I and nationally telecast by the Public Broadcasting Service (see page 8).

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This poster has announced the appearance of the highly acclaimed "Civilisation" series to scores of campus communities and hundreds of thousands of viewers through a distribution concept supported by the National Endowment for the Humanities (see page 9).

# CIVILISATION

## A THIRTEEN-PART XEROX TELEVISION SPECIAL EVENT

These Xerox specials take you on a guided tour of the ideas and events which have forged Western Civilisation—as exquisitely illustrated by man's most magnificent paintings, architecture, sculpture and music. This is the common heritage of Western Man, spanning 1000 years.

Created, written and narrated by famed British art historian Kenneth Clark, this extraordinary cultural experience will be presented in color by Xerox on the Public Broadcasting Service (PBS) for 13 consecutive weeks beginning Wednesday, October 7. Consult your local listing for time and channel.

Recommended by the National Education Association

XEROX

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of real cooperation between campus and community. A letter to Alaska Methodist University, Anchorage, Alaska is a typical example of community response:

"Can't tell you how much our family appreciates AMU sponsoring the 'Civilisation' series. We were utterly enthralled last Friday evening with the 'Pursuit of Happiness' segment.

We're drawn ever closer to AMU and its value to all of us with these stimulating programs. You're not apart from the community but part of it with this.

Our best wishes for fund raising and our deepest appreciation for this excellent, mind-stretching movie series."

Sincerely,
Ed Levy and Family

"P.S. I've never seen my 13-year-old son so excited and awakened to life by anything as this series. Many thanks."

*"Man and his Environment"*

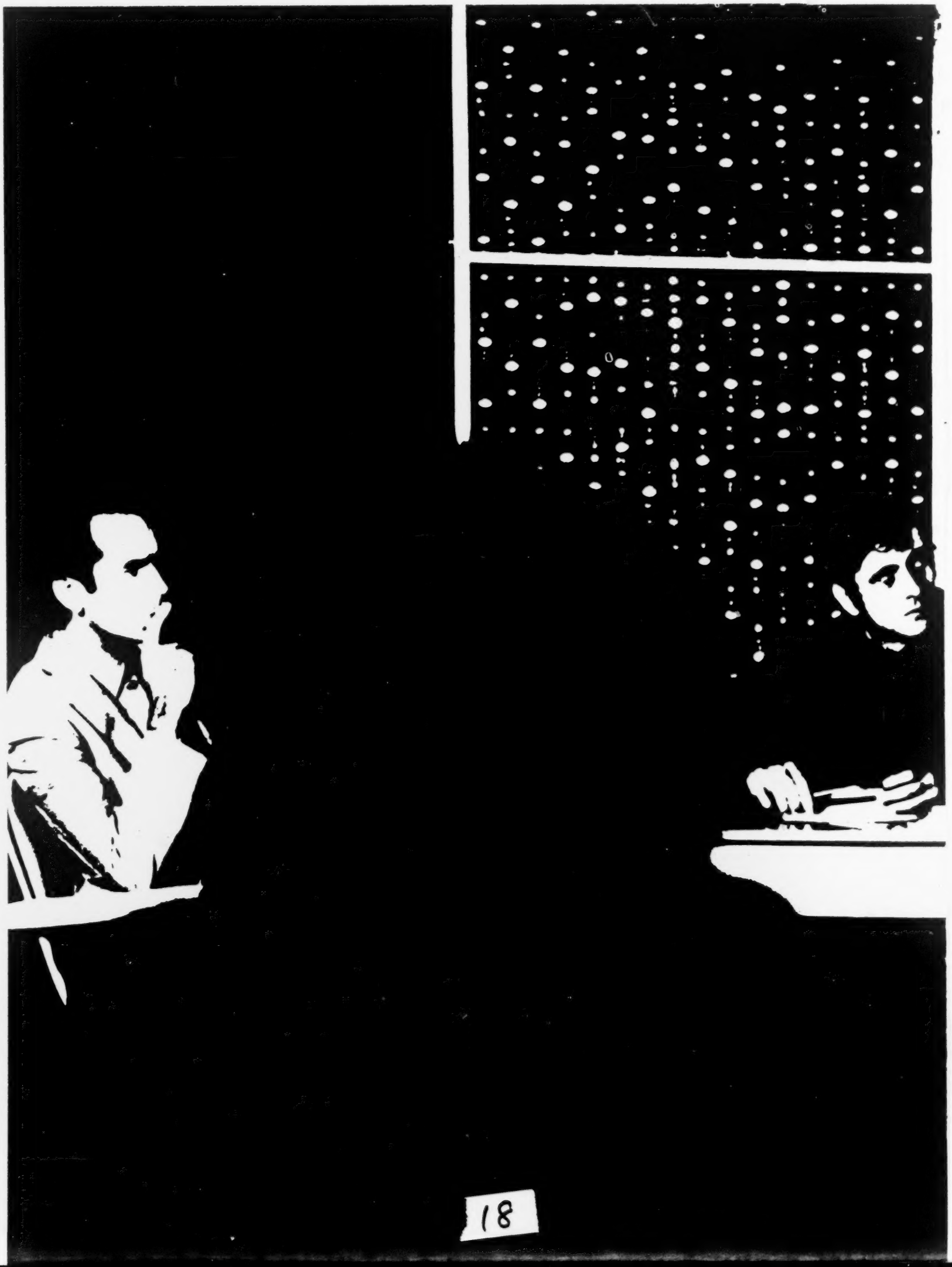
Many of the Endowment's larger programs represent a close working relationship between it and the individuals, corporations and foundations whom it encourages to work with it on a gifts-and-matching basis in the support of major projects. An example of this type of project is the "Man and his Environment" exhibit to be created by Chicago's Field Museum of Natural History. The Field Museum has committed well over $100,000 of its own resources towards this project, which is estimated to cost more than $1,100,000 dollars, and the Endowment has made a gifts-and-matching offer of $500,000. This means that the Endowment will match up to $250,000 from Treasury funds gifts received by it on behalf of the Field Museum. Approximately $500,000 therefore must be contributed to this undertaking from the private sector; the Endowment hopes that with its support these resources will be forthcoming.

The scope of the proposed "Man and his Environment" exhibit is vast and its potential for educating the public about environmental problems—and man's role in them—is enormous. What is proposed is a comprehensive public education program whose major goal is to convey an understanding of the way the global ecosystem functions, the nature of man's relationship to that ecosystem, and the constraints which may have to be placed on man's actions, assuming that he wishes to preserve the earth's life support system for himself and coming generations. The program will draw on the expertise of the full professional staff of the Field Museum, augmented by professional writers and scientific and humanistic consultants. The core of the program will consist of a multi-media exhibit at the Field Museum, to be on display for four years, which will explore man's past, present and prospective relationship with his environment. Somewhat more ambitious and imaginative than other programs of its kind, the Field exhibit will undertake to provide a broad humanistic perspective of man's role vis-a-vis his environment from the standpoint not merely of science but also of philosophy, literature, the arts and comparative religions. Attacking a hard core of problems created by man's relationship with his natural and cultural environments in terms of population growth, pollution, resource utilization, uncontrolled economic and technological growth, and international conflicts, the Field exhibit will consist of an introduction followed by five sections: the evolution of the world; the ecosystem (man's natural environment); man's impact on the ecosystem; man's impact on man; and, most importantly, future alternatives and ecological imperatives. A somewhat smaller traveling version of the same exhibit will be offered to major urban centers throughout the United States. Other parts of the program will include additional traveling exhibits, films, publications, and lectures which will play an important role in enabling the layman to make intelligent decisions regarding his involvement in environmental problems.

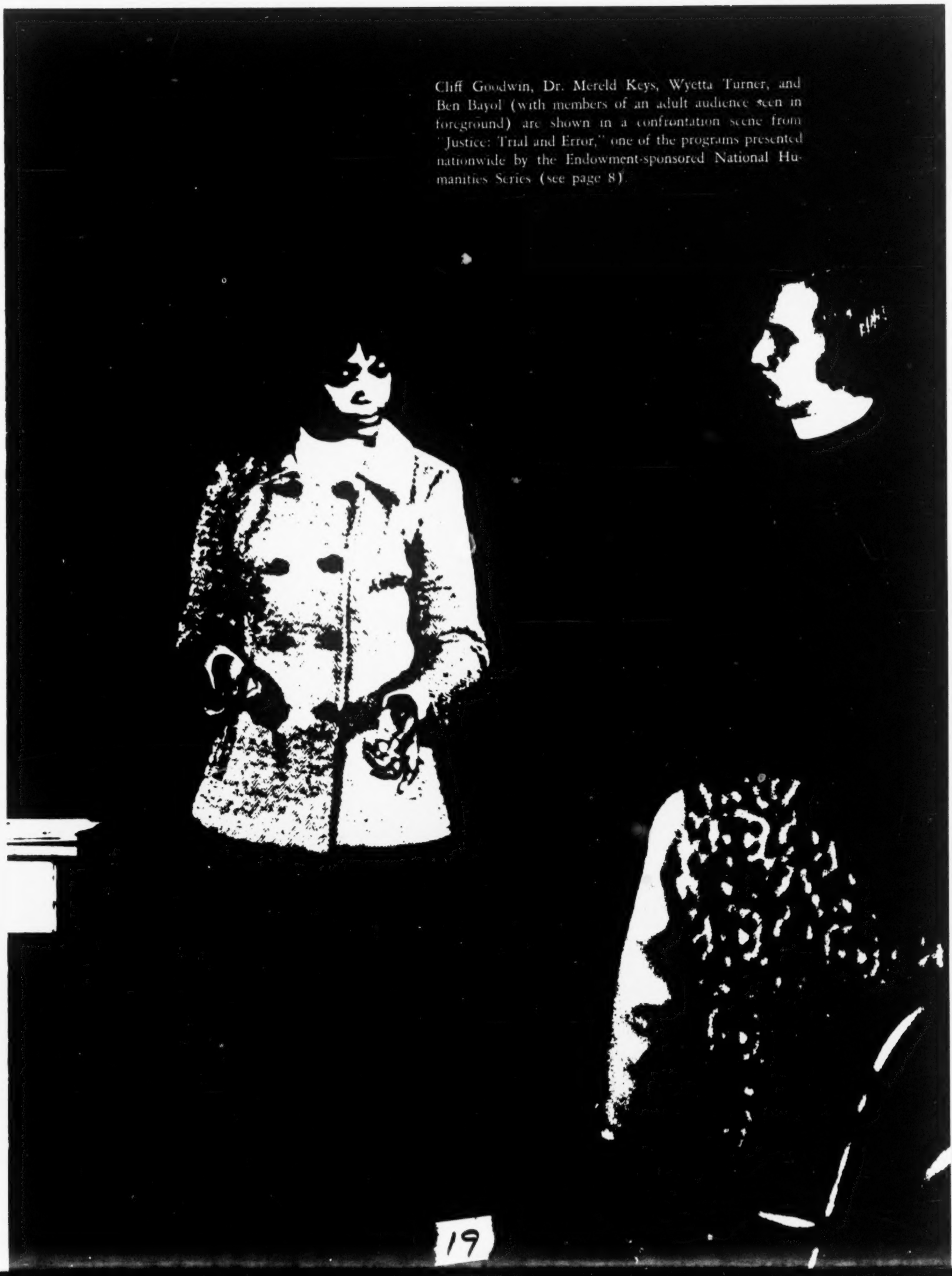
**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Division of Public Programs, fiscal year 1971* | 88 | $10,769,567 | 43 | $1,984,113 |

*Includes special projects



Cliff Goodwin, Dr. Mereld Keys, Wyetta Turner, and Ben Bayol (with members of an adult audience seen in foreground) are shown in a confrontation scene from "Justice: Trial and Error," one of the programs presented nationwide by the Endowment-sponsored National Humanities Series (see page 8).



## Division of Education Programs

The principal aim of the Endowment's Education Program is to improve ways in which students learn and experience the humanities at the schools and colleges they attend. It is directly concerned not with products, such as higher research, but with processes, the transactions between students and materials, faculty, and the community resources which make up a humanistic education as it is guided or structured at institutions of learning. The Endowment at all levels of the educational process aids institutions which have the health, energy, and imagination to work for their own improvement. An equally important aim is to promote curricular design and methods of institutional development which can be applied in other schools—and which will have a wide significance for our national system of education.

*Planning and Development Program*

The Endowment is the only Federal agency which funds large-scale development of humanities programs by institutions of higher education. Its Planning and Development grants are designed to enable these institutions to take their thinking beyond the individual course or program, the new professorship or facility, into the bigger and harder problems of designing or implementing an integrated approach to the humanities throughout the curriculum.

Planning grants are generally awarded for one year and may amount to $30,000. Applications for such grants must show that the institution has already done the basic thinking that indicates the direction it wishes to go, and must deal realistically with the limitations and potentialities of the faculty and facilities with which its plans could be carried out. A planning grant thus presupposes that a considerable amount of preplanning has already taken place. What the grant provides is released time for faculty members involved to make the bridge between a clear vision and a specific blueprint of institutional reform. In doing so, planning funds may support consultant fees, the holding of faculty workshop sessions, travel to inspect other institutions, and the acquisition of materials. Plans for institutional reform differ widely, from designs for traditional courses to plans for problem-oriented independent study, from a primary focus on the great books to one on the particular area or environment in which the college and the students find themselves. But whatever the plan, it is essential that it makes sense for that institution with its particular tradition, student body, faculty, facilities, and its particular time and place in history.

Although it is possible to apply for a development grant directly, it is more common to use the planning grant as the first step. Development grants are given over a three to five year period and are generally of $100,000 to $200,000 a year. Six development grants totaling more than $3 million were made to as many colleges and universities in fiscal year 1971. The six colleges and universities are the University of Denver; Wilmington College, in Ohio; Pennsylvania State University Medical School; Lees Junior College, in Jackson, Kentucky; Bennett College, in Greensboro, North Carolina; and Manhattanville College, in Purchase, New York. Where the planning grant supports drawing of the blueprint, the development grant supports translating the blueprint into operation. The Endowment must have assurance, however, that once the plan is in operation the institution can then assume the costs of the program itself and for this reason structures its grant so that the institution pays year by year more and more of the total costs until at the end it is paying the total.

In its planning and development programs, the Endowment aims to further the integration of humanistic knowledge, and to bring humanistic considerations to other areas of university life, the social sciences, the physical sciences and technology. It is also concerned with fostering an understanding of the culture of other societies or ethnic groups and with dealing sensitively with the problems of relations between these groups and the dominant culture of this country. It also seeks to bring about a rapport with "man's usable past," the legacy of values and traditions which can endow the present with historical awareness. Such concerns are relevant to institutions of all types, whether single or multiple unit, two or four year, college or university or graduate school. In follow-

ing up these concerns, the Endowment has recently focused some of its funding on the fostering of humanities programs within professional institutions. An example of this new interest is the Endowment grant awarded to Pennsylvania State University Medical School, which is the only medical school with a humanities department.

It is highly desirable and inevitable that medical schools confront the humanistic problems of medicine, the questions involved for instance in how much consciousness should be diminished to relieve pain, in how much medical problems are a function of psychological or sociological problems, or in what part medicine can play to create fulfilled human beings. These are questions whose adequate consideration demands a humanistic approach.

Other areas of recent concern for the Endowment are two-year colleges and the relations between colleges and their surroundings. In its development grant to Lees Junior College, it is funding a program whose intent is to sensitize students to the uniqueness of the social and physical environment from which they come. The Endowment is also coming to grips with the particular problems of the two-year college, with its mission of providing a terminal degree for some and a springboard for others to further college work. Community colleges in large cities, with their frequently varied ethnic student population, create additional challenges which educators are endeavoring to meet and whose efforts the Endowment is attempting to aid.

The Devil at the mouth of Hell is one of the vivid images from a film of a medieval mystery play, the Cornish Ordinalia, produced with Endowment support in Cornwall, England, by the Film Production Department of the University of California Extension.

*Education Projects Program*

The word "environment" brings many things to mind—forests, wildlife, lakes, ecological systems, conservation, pollution. Yet, man's environment is more than the physical world that surrounds him. His environment involves the complex social as well as biological and physical relationships in which he must function. Man does not exist in isolation but within a community, whether a small town in Appalachia or a megalopolis like New York. And that community involves time as well as space, a history and a culture in which man is enmeshed. Yet too often man's schools fail to reflect his close relationship with the community, past and present.

*Community Archaeology*

In response to this need, the Education Projects Program is supporting schools and colleges across the country which are beginning to use their communities as learning resources. In Bedford-Stuyvesant, Project Weeksville is using archaeological findings about the 19th century black community of Weeksville to involve elementary school students in the history and origins of their community and to correct derogatory stereotypes about the early black community there. Weeksville, founded shortly before the formal abolition of slavery in New York (1827), was absorbed into the city of Brooklyn approximately 50 years later and was lost from sight until 1964 when investigating community residents discovered one of the last surviving sets of buildings from Weeksville, about to be demolished by a Model Cities renewal project. Project Weeksville was organized to salvage whatever it could of historic interest and in the process to piece together the history of this early black community. Reports in the *Brooklyn Eagle* of 1873 characterized Weeksville as the home of "low groggeries, goats, and many half red and wholly savage curs," but the archaeological

findings and historical records pieced together by Project Weeksville tend to contradict this image. The fact that at least six major institutions—a school, an orphan asylum, a home for the aged, a cemetery, and two churches—were founded early in Weeksville history indicates considerable community stability; tintypes and other artifacts discovered in the razed Weeksville buildings attest to a fair degree of refinement in the community. This is the history, a proud history, which local children are learning as they duplicate string beds, dolls, and other artifacts uncovered by the archaeological project. The project also exposes them to archaeological methods and enables them to trace their African heritage through the records of Weeksville.

*Hispanic Studies*

Community can be defined ethnically as well as geographically. While Black Studies have received significant support from the beginning, the Endowment has expanded in recent years toward a more comprehensive involvement in the study of other American minorities. Hispanic Studies projects range from a series of conferences on Chicano Studies in the Southwest to a set of visual materials on Mexican-American culture and identity developed by the Educational Systems Corporation for elementary and secondary schools. In Washington, D.C., Endowment funds are being used to help establish a Spanish Education Development Center, an informal learning center where the Spanish speaking can relax in their own language and culture.

*TRIBE, Inc.*

An increasing national concern for the American Indian is reflected in grants to Indian organizations. In Maine, an area not always considered when one thinks about the American Indian, a grant of over $100,000 (including gifts and matching) has gone to T.R.I.B.E. (Teaching and Research In Bi- cultural Education) to establish an Indian-directed secondary learning center to concentrate on developing new methods, material, philosophy and techniques for bi-cultural education in the U.S. and Canada. John McKenzie, representing Nova Scotia's Premier, summed up the aims of the project in his remarks at the opening session of TRIBE's Education Workshop held last summer: "Schools now in operation don't get at the problems of education which are meaningful to Indian students. Much of the material presented in existing schools is bigoted. TRIBE's project offers a chance for Indian youth to correct these problems—a chance to look at your culture and history in a realistic way and give you a sense of 'roots' which is important for moving into the future." By focusing on Indian history and culture, TRIBE hopes to decrease the up-to-90 percent drop-out rate among North American Indians and develop a learning process which will not alienate Indian students from their parents and their heritage.

*Urban Planning*

Yet community is more than just a sense of past history; it is a responsibility to the present and to the future. This concern is reflected in the Endowment grant to the University of Southern California for a summer institute on values and alternative urban futures. The institute, developed in cooperation with city officials in Inglewood, California, and designed to expose graduate students to the political as well as the ethical

The Pennsylvania State University Medical School was one of six institutions which received Educational Development grants during fiscal year 1971, in a new program which funds large-scale development of humanities programs. At this institution, the grant will implement humanistic studies in the medical curriculum through expansion of the School's Department of Humanities, the only such department of its kind. Here Allan Lipton, M.D., of the Department of Medicine, and E.A. Vastyan, Chairman of the Department of Humanities, review patient charts before making teaching rounds with medical students (see page 16).

considerations involved in proposing and implementing plans for the future of a city and its subsystems, will serve as a model for future cooperation between the university's program in social ethics and the civic agencies responsible for urban planning.

*Technology in Community Colleges*

The community colleges, on the other hand, by their very nature feel the need to cooperate with the community and to be responsive to its needs. They have faced isolation of a different sort, separating them not from the community but from other institutions of higher learning, even in their own area. In New Jersey, Mercer Community College and Princeton University are working together to develop a fresh approach to the teaching of technology in community colleges, whereby humanistic values and social concerns form a context in which the technical disciplines are studied. The program is designed to benefit both the community college and the university: graduate engineering students will teach at the community college, enabling them to work in a school which is teaching-oriented rather than research-oriented, which may in turn lead them into careers as community college teachers. Community college students will come to the university, thus bridging the distance that these students often see between themselves and the university and encouraging them to continue their technical studies after graduation.

*Technology and the Humanities*

Other projects reflect the same concern for placing technological advances within the context of humanistic values and social institutions. Massachusetts Institute of Technology's "Law and Social Control of Technology," a two-semester course, attempts to give technical students an understanding of the role of the legal system and other value-based social institutions which function as controls on science and technology. Students from Boston University and Harvard Law School are encouraged to enroll, both to contribute the values and perspectives of their disciplines and to acquire an understanding of the social role that science and technology play, thus influencing law and social institutions in turn.

*Mass Media and the Humanities*

The School of Journalism of the University of Wisconsin, Madison, is conducting a program specifically designed to encourage the understanding and use of the vast store of insightful knowledge in the humanities and social sciences accumulating on university campuses and in government research programs and to implement the flow of this information to the public via the mass media. Under this program 4 newsmen or other mass media experts who have from 5 to 10 years of experience will be brought to the campus for a 9 month period as regular or special students to study and practice the techniques of reporting developments in the humanities and social studies. In addition to classwork, a special seminar for all participants will be conducted in which special writing and research projects will be carried out. It is hoped that the presence of news media people in graduate school in a formal role will stimulate scholars to recognize that they themselves have a wider responsibility in disseminating their scholarly findings outside the university.

As these projects reflect the Endowment's concern for community involvement, they also point out the necessity of treating the humanities as relevant to modern society, relevant not in the sense that they are faddish but rather in the sense that they are necessary. The humanities become stagnant, academic, and pedantic when they are removed entirely from the concerns and realities of modern life; modern life becomes that much more haphazard when it is removed from the sense of past endeavors, present values, and future goals.

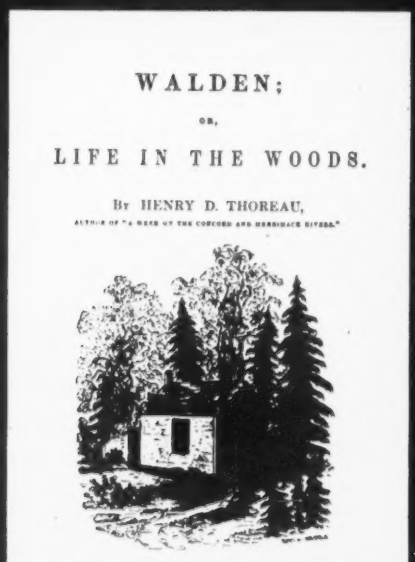
**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Division of Education Programs, fiscal year 1971 | 439 | $44,760,705 | 111 | $6,231,680 |

Thoreau's "Walden" was published in 1971 as part of an Endowment-supported project conducted by the Center for Editions of American Authors of the Modern Language Association to produce definitive editions of the works of classic American authors of the 19th century (see page 24). Shown here are an engraving of a crayon portrait of Thoreau made by Samuel Worchester Rowse in the summer of 1854, the first page of the first version of "Walden" in Thoreau's hand, and the title page of the 1854 edition, for which Thoreau's sister Sophia drew the picture of the hut.

Address to my Townsmen

I should not so much about myself and my affairs as I shall in this lecture, if very many had not made inquiries concerning my mode of life, — what some would call impertinent, but they are by no means impertinent here, but on the contrary very natural and pertinent, considering the circumstances. Some have wished to know what I got to eat — if I did not feel lonesome — if I was not afraid — what portion of my income I devoted to charitable purposes; & others who have large families, how many poor children I maintained. [redacted] After I lectured in my native town last winter I heard that some had expected that I would answer their questions in my lecture — so I must ask all strangers, and all who have no interest in me personally



WALDEN;

OR,

LIFE IN THE WOODS.

By HENRY D. THOREAU,

AUTHOR OF "A WEEK ON THE CONCORD AND MERRIMACK RIVERS."

I do not propose to write an ode to dejection, but to brag as lustily as chanticleer in the morning, standing on his roost, if only to wake my neighbors up. — Page 91.

BOSTON:
TICKNOR AND FIELDS.
M DCCC LIV.

## Division of Research

Research in the humanities—the study of human values in the past as they have revealed themselves in literature, history, philosophy and other disciplines—is vital to man's understanding of his world and his relationship to it and to his fellows. The Endowment's research grants support the discovery of new knowledge and allow scholars to reconsider and revise old knowledge so as to bring it into consonance with new discoveries or to show anew its bearing on the rapidly changing circumstances of our times. This support of research springs from the Endowment's conviction that humanistic knowledge is the foundation of our educational system.

An example of its reconsideration and revision of old knowledge is the Endowment's continuing effort to encourage and coordinate scholarly works and presentations focusing on the history, culture, and political thought of the Revolutionary War period for the forthcoming Bicentennial of the American Revolution in 1976. Much of the historical and documentary material currently available on the Revolutionary period dates from the last century, when historical research was new and in many ways relatively unsophisticated. Much of this material is seriously outdated. Also, attention in the 19th century tended to focus largely upon the major figures of the Revolutionary epoch, such as Washington, Jefferson, and Franklin, leaving out of account other vital personages who, though less well known, played a significant role in the winning of our independence and the founding of our Constitution. Endowment support under the Bicentennial program is effectively changing this situation.

To provide a sorely needed reference and study guide for researchers, writers, teachers, and students of our history, L.J. Cappon, a Senior Fellow at the Newberry Library in Chicago, is working under an Endowment grant to produce an Atlas of early American history up to 1830. Production of the atlas will involve the devising of new maps which will illustrate not only political, but also economic, social, cultural and military history. The first stage of the five-year program, to be completed in two years, will result in an atlas of the American Revolution, separately publishable; the second stage, a three-year program, aims at the completion of the entire project by 1975, in time for publication before the Bicentennial of the American Revolution.

A program for Loyalist Studies and Publications, conducted by Robert A. East of the City University of New York, will throw new light on the American Revolution by locating and reproducing papers relating to the Loyalist experience in the United States, Canada, England and elsewhere. The American Loyalists, estimated by some historians to have been one-third of the Colonies' population, remained loyal subjects of the British Crown during the Revolution and opposed the revolutionaries, to their cost. The Program is sponsored by the City University of New York, the American Antiquarian Society, the University of New Brunswick, and the Institute of United States Studies of the University of London. It will be completed by 1976.

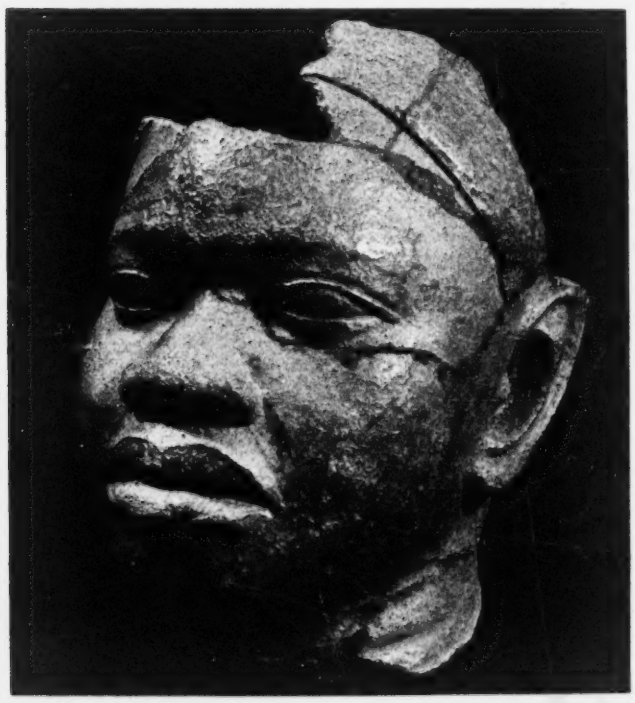
A biography of Alexander McDougall, the 18th century radical, may contribute to a broader perspective on the disquiet in contemporary American life. Roger Champagne of Illinois State University is writing a biography which will attempt to trace the psychological as well as the political reactions of this prominent revolutionist to events leading up to the break with Britain.

A new biography of another important figure in the Revolution, Elbridge Gerry, will supersede the only other published biography of this Massachusetts statesman and politician, that done by his son-in-law in 1828. It is being written by George A. Billias of Clark University and is the culmination of ten years of research. Gerry was a member of the Continental Congress, a signer of the Declaration of Independence, a delegate to the Federal Constitutional Convention, Congressman in the 1790's, Minister to France, Governor of Massachusetts, and Vice-President, to James Madison, of the United States. To place him in proper perspective, Gerry's ideas will be discussed within the broader context of 18th century American intellectual history.

Benjamin H. Latrobe, who designed the South wing of the Nation's Capitol in 1803 and rebuilt the Capitol after the British destroyed it in 1814, is the subject of a long-term project directed by

Edward Carter of the University of Maryland based on Latrobe's papers. These include over 300 watercolors and drawings, some 30 architectural drawings, 13 diaries, and 19 volumes of correspondence, a great part of which is being processed, edited and prepared for letterpress publication. Latrobe was as good a water-colorist as engineer and his pictorial representation of the young Republic and his records of associations with outstanding leaders such as Washington, Jefferson, and Madison are fascinating studies in themselves. Their publication will make an enormous contribution toward the coming Bicentennial; the project will also provide the basis for future study of the growth of American professional architecture.

The Endowment continues to encourage projects which not only promise a substantial contribution to their own disciplines but also appear to have potential application in other disciplines. More and more of these projects are large in scope and involve the use of computers. One such project currently being supported is research for the publication of four computerized bibliographies of the vast literature in all relevant languages treating modern Chinese society. The project is being carried out by the Social Science Research Council in New York under the direction of Dr. G. William Skinner of Stanford University, and is expected to list over 40,000 titles. Three of the bibliographies will be concerned with China proper and one with overseas Chinese communities. Each volume will bring material on traditional, Republican, and Communist China into a single frame of reference and will thereby serve the needs of both historians and social scientists. These bibliographies will make a considerable contribution to modern scholarship on China at a time when such scholarship is badly needed. Moreover, the computer system and techniques being developed for this large-scale project can have application in other humanistic disciplines.



The art of the ancient city of Ife in Nigeria represents one of the most highly regarded phases of art history in Africa—and of the world. This head from a figure excavated at Ita Yemoo is an example of that art, which reached its peak around the 12th to 14th centuries A.D. Under an Endowment grant, Frank Willett, Professor of African Art at Northwestern University, is preparing a detailed critical catalog of several hundred sculptures in brass, terracotta and stone. (Photo: Frank Willett.)

Another project involving the use of computers, this one conducted by Dr. David Bien of the University of Michigan, looks to revise traditional views about the origins of the French Revolution. Through computer analysis of the shifting social origins, career patterns and behavior of some 50,000 officers of the *ancien regime* between 1750 and 1789, Bien and his research assistants, working in archives in France, are producing a study that is expected to show that the French officer corps was professionally and philosophically fragmented during the pre-Revolutionary period and that this fragmentation, weakening the army, contributed to the downfall of the monarchy. One reason for this fragmentation: men of the Enlightenment and aristocratic army reformers steeped in Lockeian environmentalist ideas, thought that family origin necessarily shaped will, talent, and vocation and concluded that reform of the army, which had suffered major defeats throughout the 18th century, lay in the forming of a military caste at once more aristocratic and more professional than previously. They sought to exclude not only the sons of the bourgeoisie but also the more recent nobility recruited from the administrative classes. Paradoxi-

cally, while interested in "modernizing" the army, the French military reformers were reactionary in their views of society and government. Surprisingly, almost no one in 1789 saw the aristocracy as the moribund or defensive archetypes so often portrayed in later histories; on the contrary most persons saw it, in one form or another, as the "wave of the future". Dr. Bien's research promises to throw much light on a significant episode in French history.

Still another project, this one international in scope, is an abstracted and computer-indexed bibliography of all scholarly writings on music published after January 1, 1967, being conducted under the direction of Barry S. Brook, Professor of Music at Queens College of the City University of New York. The project is jointly sponsored by the International Musicological Society and the International Association of Music Libraries through an international commission. Although international in scope RILM (International Repertory of Musicological Literature), as the project is called, is based in the United States, where it is sponsored by the American Musicological Society, the Society for Ethnomusicology and the Music Library Association. The American Council of Learned Societies has designated RILM as the pilot project in its planned National Bibliographical Center for Scholarly Literature in the Humanistic Disciplines. The project is of significance in several respects: it encourages communication among scholars at the international level (so far RILM Committees in 36 countries on six continents and editors of 90 scholarly music journals are participating); its work in the gathering and processing of abstracts, which are printed in English, French and German, is enormously important to the study of musicology; its planning and testing of retrieval and printout methods may have far-reaching consequences for the international community of scholars working in all disciplines.

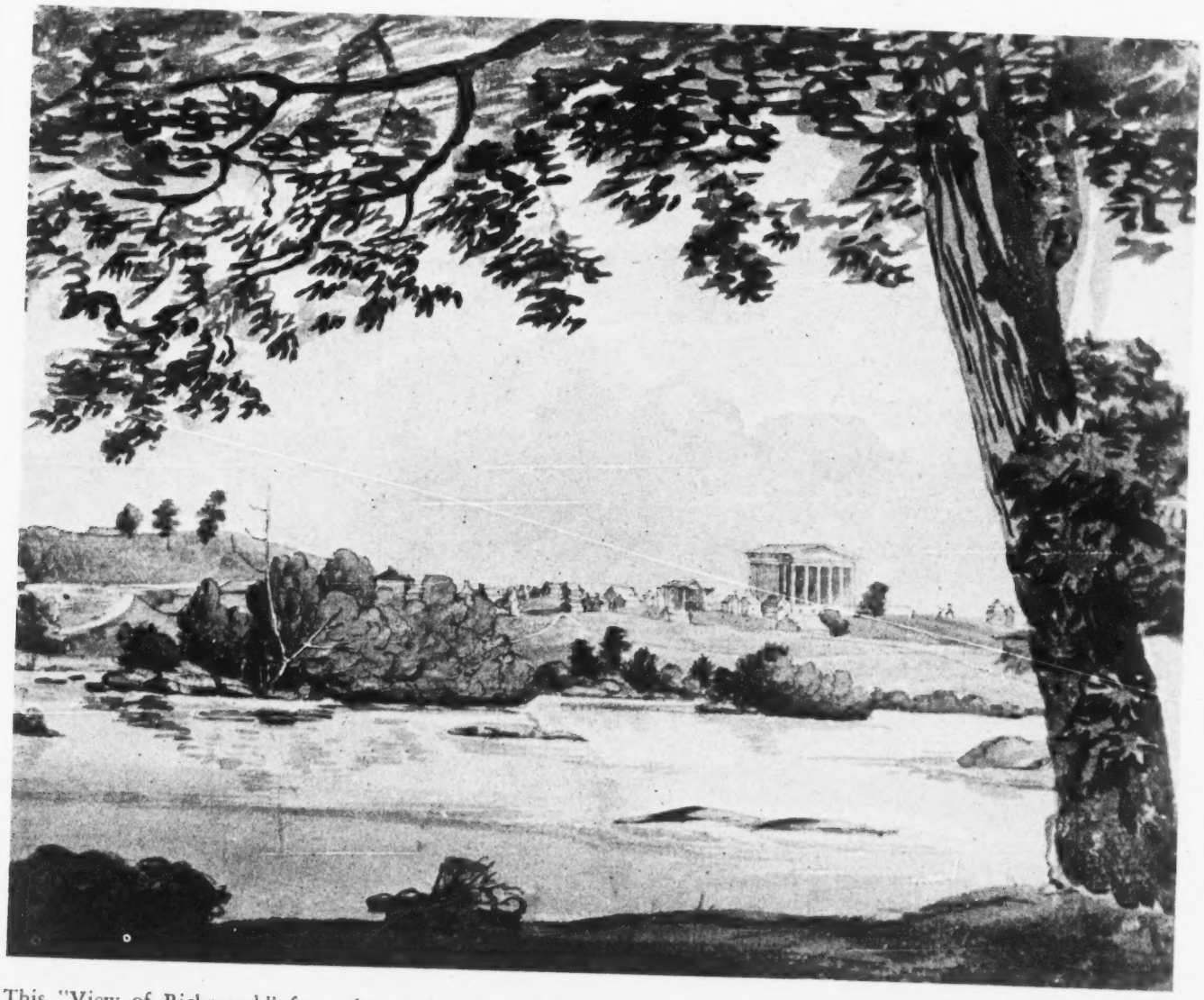
The National Endowment has a mandate to support the publication of scholarly works in the humanities and is engaging in a number of projects of varying dimensions. The largest of these, and the largest project of its kind ever undertaken in the United States, is the Endowment's support for editorial costs toward the production of 171 definitive editions of the works of eight major 19th century American authors. The project, now in its fifth year, is rapidly gaining momentum. By the end of calendar year 1970, after four years of work, the Center for Editions of American Authors of the Modern Language Association, which is conducting the project, working with 12 university presses, had produced 38 of the projected 171 volumes. By the end of calendar year 1971 this total will nearly double to 68 volumes, and by the end of 1972 is expected to reach 100. The reason for this, according to Professor Matthew J. Bruccoli, Director of the CEAA project, with headquarters at the University of South Carolina, is that editorial work, some of which takes several years, is being completed on a growing number of volumes. As editorial work on these volumes is completed, they are painstakingly checked and then given the much-prized seal certifying that they are approved by the CEAA. Volumes with that seal should never have to be reedited. Nineteenth century authors in this massive editorial project are Stephen Crane, Ralph Waldo Emerson, Nathaniel Hawthorne, William Dean Howells, Washington Irving, Henry David Thoreau, Mark Twain, and Walt Whitman. Some of the classics of American literature so far produced in these definitive editions include Howells' *The Rise of Silas Lapham,* Hawthorne's *Wonderbook & Tanglewood Tales,* and Thoreau's *Walden.* Many of these volumes will ultimately be available in paperback.

"East is East," pronounced Kipling, "and West is West, and never the twain shall meet." But meet they must and today a better understanding of China, among other Oriental countries, is conceded to be a matter of vital concern to the United States. Through a systematic and comprehensive effort to bring together the letters, diaries and journals of former China missionaries, the China Records Project, being conducted by Raymond P. Morris at Yale, will make a substantial contribution to our understanding of mainland China and of East-West relationships, past, present, and future.

Niccolo Machiavelli has considerable significance for modern political theory—and practice—

but although his political and historical writings have long been available (most notably, *The Prince*) his voluminous correspondence and state papers as bureaucrat and diplomat for the Florentine Republic have never been published and are little known. Fredi Chiappelli, of the University of California, Los Angeles, has undertaken a four-volume project to research and edit the unpublished writings of Machiavelli, numbering over 6,000 manuscripts, in the Florentine Chancery. This project should throw new light on Machiavelli the man and political thinker as well as on the complex political and diplomatic affairs of a critical and formative epoch of modern history.

Another formative period of modern history, especially for Americans, was Stuart England in which the clash between monarch and Parliament led to expression and refinement of political ideas which lie at the roots of modern notions concerning government—ideas such as the inherent rights of individuals, representative government and due process of law, among others. Central in this process was the Great Parliament of 1626 which produced in the Petition of Right a flat challenge to autocratic government. An Endowment grant to Professor J.H. Hexter of Yale University supports research into the manuscript speeches and diaries of members of that Parliament which promises for



This "View of Richmond," from the south side of the James River, and showing the Virginia State Capitol, is a watercolor by Benjamin Henry Latrobe painted in 1796. Latrobe, architect of the Nation's Capitol, is the subject of a long-term Bicentennial research grant funded by the Endowment (see page 22).



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our che que par le record ⁊ remembrā ce de nobles empriſes et faits darmes conqueſtes ⁊ vaillandiſes faites ⁊ achieuees par les vaillās nobles ⁊ puiſſans hommes du tamps an cien ⁊ par chi deuant paſſet. les coers des nobles ⁊ vaillans hom mes du tamps pūt deſirans et voeillans attaindre la haulte ⁊ excellente vertu de proeſche ⁊ de bonne renommee. ſont eſmeu et leue ⁊ mate plus en parfont a

the first time to lead us beyond the uninformative minutes of the Commons' Journal toward a better understanding of the personal motives and political cross-currents which led to this great confrontation. The Yale Parliamentary Diaries Project is a useful example of ways in which the past is always relevant to the present; if the actors on this "memorable scene" spoke King James' English the ideas they clothed in it have direct bearing on current concerns—the rights of individuals and minority groups, the relation of legislative to executive and of church and state.

Under modern conditions humanistic studies have many vehicles—computers, tape recorders, television sets, audio-visual equipment—but their basic vehicle probably remains what it has been throughout modern times—the book. An Endowment grant of $400,000 jointly with the Council on Library Resources, serves books, readers and libraries by supporting the Library of Congress's Cataloging in Publication Program (CIP). In cooperation with the publishing industry the Library under this grant will supply publishers with basic reference data, ultimately appearing in the Library's reference cards, to be printed on the reverse of the title page when the book is published. In the first years the project will be on an experimental basis but ultimately it is hoped that most books published domestically will be "precataloged"; by copying the title-page librarians will have ready-made catalog cards. If successful, cost savings to libraries under CIP will be significant—it costs much more to process books, especially sophisticated ones, than to buy them—and, most importantly, library service to readers will be much speeded. CIP has the unqualified support of the publishing industry and the librarians of the country and has enlisted the interest of the National Science Foundation and the Office of Education and the Council on Library Resources. In the end it will benefit the key figure in the humanistic enterprise, the reader, who will not have to wait so long to perform a key humanistic function—reading.

**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Division of Research, fiscal year 1971 | 967 | $24,747,250 | 150 | $2,418,907 |

This is the frontispiece from "The Romance of Alexander," produced for Philip the Good, Duke of Burgundy (1396–1467), one of several manuscripts being examined by Professor Anne H. van Buren at Dickinson College in Pennsylvania under an NEH grant. Philip is shown here receiving a copy of the Romance, produced by Jean Wauquelin of Mons, called "the first important publisher at Philip's Court of Burgundy." (Photo: Bibliotheque Nationale, Paris.)



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## Division of Fellowships

The purpose of the Endowment's fellowship awards is to help humanists develop their abilities as teachers, scholars, and interpreters of the humanities. During fiscal year 1971 the Endowment awarded a total of 326 fellowships and summer stipends totaling $2.4 million. These grants, made from a record number of 1,414 applications, were up approximately 30 percent from the previous year, when 246 grants totaling $1.67 million were made. Awards were in the categories of senior fellowships; fellowships and summer stipends for younger humanists; fellowships for junior college teachers (a program new to the Endowment in fiscal year 1971); Negro college faculty development; and fellowships for guided study in selected fields, a program which was expanded in fiscal 1971 to include American Indian and Mexican-American as well as Afro-American studies.

*Senior Fellowships*

Fifty senior fellowships were awarded from among 456 applications to persons who have considerable experience as scholars, teachers, writers, or interpreters of the humanities and who have produced significant original work. The Division of Fellowships (and the Endowment generally) is particularly interested in studies that will contribute to better understanding of matters of current national concern. Examples of some senior fellowships illustrate that contribution:

*Richard Wright*

Margaret W. Alexander, a professor of American literature at Jackson State College in Mississippi, did a critical study of the prominent black author, Richard Wright. A colleague and personal friend of Wright, she showed his contribution to black culture in particular and to literature in general.

*The Factors in Revolution*

Robert V. Daniels, a professor of history at the University of Vermont, developed a new analytical approach to the factors in revolution. His study is intended to enhance understanding of the dynamics of revolutionary situations, and the probabilities of various kinds of revolutionary developments in the light of experience in the past. It may have particular relevance for judging the likelihood of revolution in underdeveloped countries, for assessing the prospects for left-wing or right-wing revolutions, and for avoiding revolutionary extremism. The study includes the American Revolution and hopefully will contribute to the context of Bicentennial scholarship.

*Juvenile Justice*

Sanford J. Fox is a specialist in the field of juvenile justice, particularly in its social and psychological aspects; he is now developing his understanding of its philosophical and jurisprudential problems. Fox, a professor of law at Boston College, is directing his study toward deepening general understanding of the problems of treating delinquent youth, focusing on the traditional child welfare philosophy versus the current emphasis on enforcing legal rights.

Some other senior fellowships: Albert Feuerwerker of the University of Michigan is doing a study on the modern economic history of China, 1865–1949; William A. Clebsch of Stanford University is writing a history of American religious thought; Richard Bardolph of the University of North Carolina is doing research and writing on black Americans and the law, 1775–1970.

*Fellowships and Summer Stipends for Younger Humanists*

Fellowships and summer stipends for younger humanists are awarded to persons who are in the earlier years of their careers in order to give them opportunities for self-development both as scholars and as teachers. In fiscal year 1971, 110 fellowships and 110 summer stipends were awarded from among 388 and 341 applications, respectively. Some examples of younger scholar fellowships:

*Ecology and Humanistic Studies*

A professor of English from Hiram Scott College in Nebraska is studying the relationships between ecology and humanistic studies. Joseph W. Meeker's study includes such topics as the comparison of philosophical and ecological views of the relationships between man and his natural environ-

ment and detailed analysis of those attitudes and values represented in literature and philosophy which appear to have contributed to such problems as environmental pollution and the manipulation of the natural environment for specifically human ends.

*Intellectuals in Politics*

Intellectuals, students, and institutions of learning are having great impact on political discourse today. G. Eric Hansen, an assistant professor of political science at Haverford College in Pennsylvania, is studying the role of intellectuals in politics, and specifically the mutual relations between intellectual and political culture. To achieve breadth of understanding, he is using a biographical, historical, and literary approach.

*The Law and the American Revolution*

George M. Curtis, III, an assistant professor of history at Montana State University, has noted that although our knowledge of constitutional thought during the late 18th century is extensive, much about the origins of the American legal order remains unclarified. He is studying the courts in particular to help clarify the meaning and significance of the American Revolution, seeking answers to such questions as how Virginia's patriot leaders, who were also lawyers, resolved the dichotomy between revolution in America and the maintenance of the local judicial and political traditions that they valued. Curtis' view is that understanding clearly how Virginians of 200 years ago reacted to the various stresses of a society in disarray may assist us today in assessing our own society and its spokesmen.

**Margarete Bieber, Professor Emeritus of Art History and Archaeology at Columbia University, now in her 90's, is completing a lifelong study of Roman copies of Greek sculpture under a special fellowship from the Endowment. An example of one of these copies, a Roman sculpture of Socrates copied from a Greek sculpture possibly by Lysippos, the court sculptor of Alexander the Great, looks over Dr. Bieber's shoulder in the background photograph** **(see page 33).**

*Modern Women Writers*

At Douglass College of Rutgers University in New Jersey, Alice C. Crozier, an associate professor of English, is studying the careers of several modern women writers and intellectuals who are engaged with public issues and who feel public pressure upon them as women. Some of these women are Mary McCarthy, Susan Sontag, Joyce Carol Oates, and Kate Millett. Dr. Crozier hopes to contribute to understanding of the new feminine consciousness and of the problems that professional women, writers in this case, have to face.

Some examples of summer stipends:

An assistant professor of humanities is studying the problem of violence in contemporary culture in preparation for teaching a course on the subject to be included in the curriculum of a newly-developed contemporary humanities program at Converse College in South Carolina.

At Macalester College in Minnesota an assistant professor of English is comparing American and Canadian writing dealing with the westward movement and the developing frontier, paying particular attention to the salient differences in American national life.

Throughout history civilized humans have argued and clashed over the proper place of the judiciary in society and for almost two centuries the American dilemma has been one of not only preserving or delimiting the independent judiciary, but also of defining the position of the judge in a modern republic. This is the background to a

study being done by an assistant professor of history at the University of Kentucky, who hopes to contribute to better understanding of the realities of constitutional politics and to a more knowledgeable and realisic appreciation of the constitutional system.

*Fellowships for Junior College Teachers*

The program of fellowships for junior college teachers was initiated in fiscal year 1971 with the awarding of 25 grants from among 172 applications. Although the Endowment's other programs are of course open to junior college teachers, this new program enables them to undertake studies which will improve their knowledge of the subjects they teach and improve their teaching. Under this program Barbara G. Fant, an assistant professor at the Washington Technical Institute, is planning an introductory humanities course, "Man and Community," in which she hopes to demonstrate the relevance of learning humanistic concepts and communication skills to students biased in favor of technical training because they are unable to relate the humanities to their career aspirations. An instructor of social science at San Diego City College, Donald H. Estes, is studying the development of Asian-Americans, a group that he feels until recently has been largely ignored by our society. Estes' experience at a large urban community college with a pronounced racial mix has led him to see the importance of studies reflecting the experience of the various plural groups that make up our society.

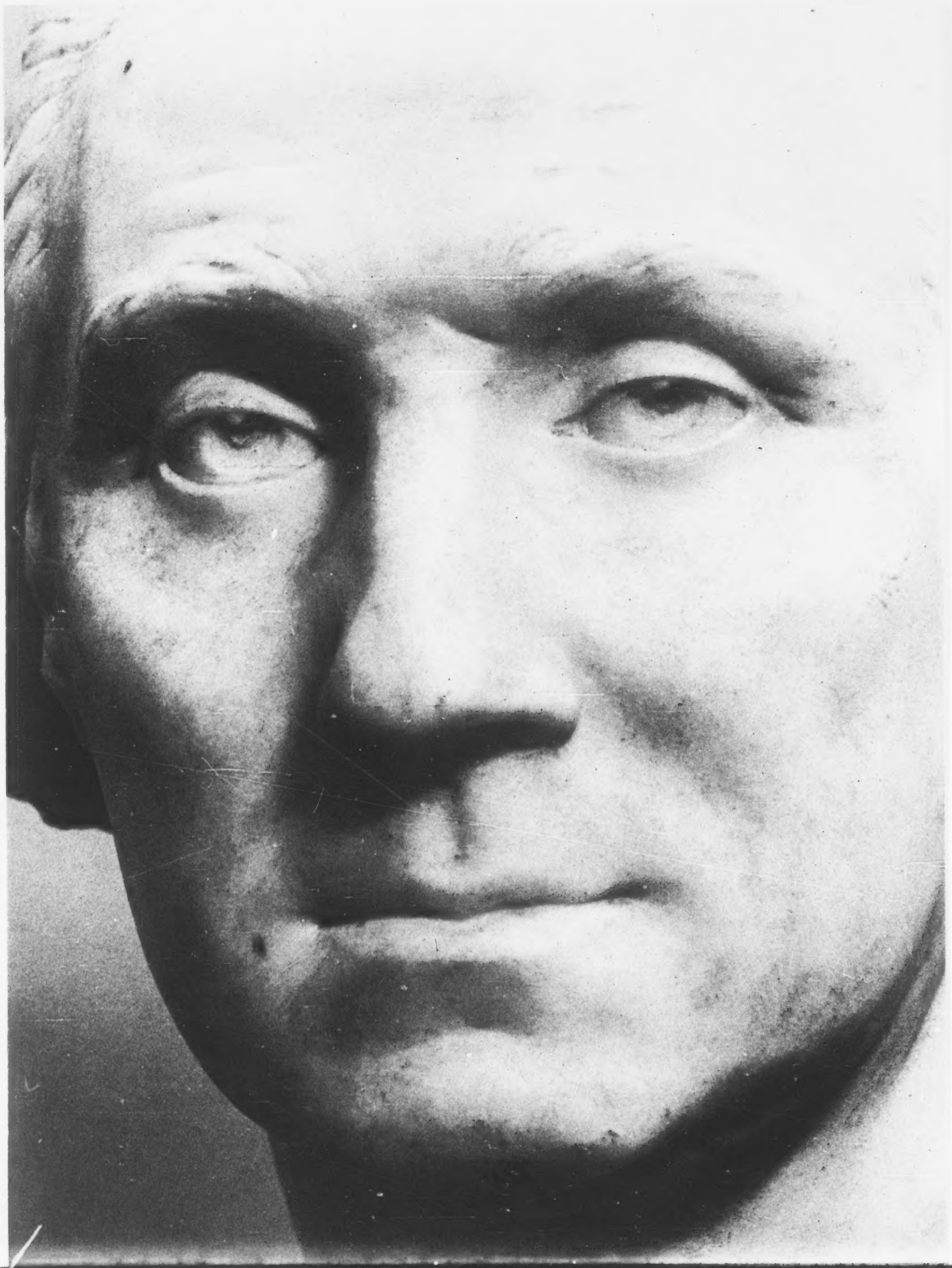
Some other fellowships in this program include those of Gerald J. Hankus of Macomb County Community College in Michigan for urban studies, and Donald J. Peterson of the City College of San Francisco for an exploration of methods to make junior college education more humanistic.

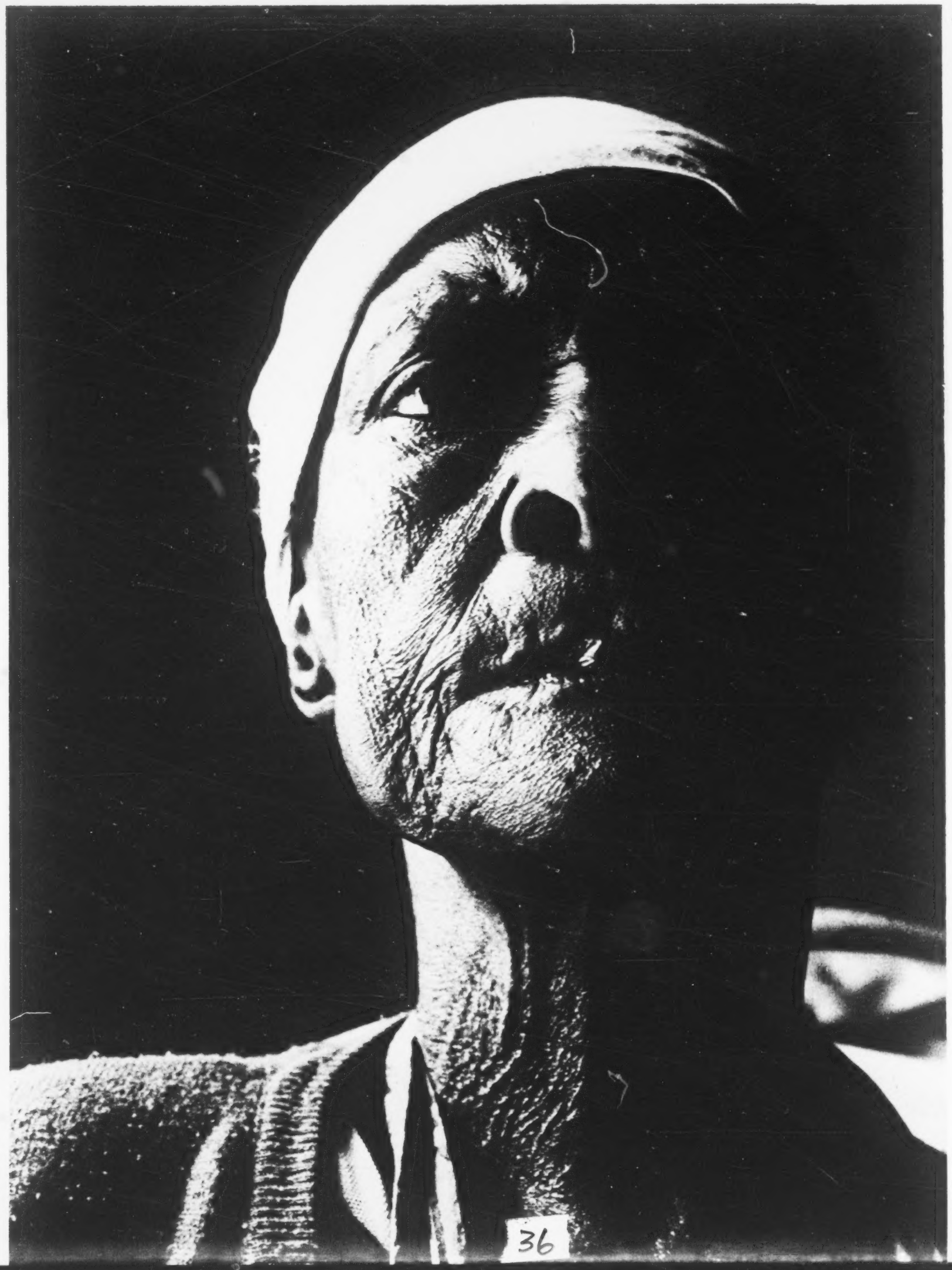
*Fellowships for Guided Studies in Selected Fields*

Thirty fellowships for guided study in selected fields were given to 10 institutions in fiscal year 1971. The purpose of these fellowships is to give promising young scholars and teachers who have just completed their professional training an opportunity to undertake Afro-American, American Indian, or Mexican-American historical, social or cultural studies in order to prepare them to contribute to the development of learning about these groups through their teaching, writing, and leadership. The American Indian and Mexican-American programs were initiated by the Endowment this year. The 10 sponsoring institutions and their selected fields include: Afro-American studies; Harvard University, Howard University, Johns Hopkins University with Morgan State College, Stanford University, and the University of Wisconsin-Madison. American Indian studies; University of Arizona, University of Chicago, and the Smithsonian Institution. Mexican-American studies; University of California at Berkeley, and the University of Texas. Examples of the work being undertaken:

Karen I. Blu is working at the Smithsonian Institution, studying the Lumbee Indian ethnic

This sculpture of George Washington (c. 1785) is by Jean-Antoine Houdon, who worked in the late 18th and early 19th centuries and was a primary link between French and American portrait sculptors. Houdon is the subject of a biography by H. Harvard Arnason of the Guggenheim Foundation. Working under an Endowment Senior Fellowship he will trace Houdon's development and influence through thousands of photographs of his works. (Photo: H. Harvard Arnason; from the collection of Mrs. Sarah Hunter Kelly.)





identity in conditions of social change, from rural to urban life. She has already investigated the Lumbee in North Carolina, who have maintained themselves as a large (30,000 to 40,000) and distinctly Indian group in that state. Dr. Blu is now examining the 2,000 to 3,000 Lumbee living in one area of Baltimore, hoping to provide a case study to which other studies of American Indians in changing environments can be related.

To prepare himself to be a more effective teacher for "Oregon's single largest minority," Frederick A. Cervantes is studying at the University of Texas. His focus is rural Mexican-American sub-culture in transition and migration in Texas, the state from which the dominant flow of Oregon's Mexican-American population has come.

*Negro College Faculty Development Program*

The Negro college faculty development program continued in fiscal year 1971 at approximately the same budgetary level as in the year before. Thirteen colleges received grants averaging $8,500. These grants enabled predominantly Negro colleges to undertake a variety of small projects directed toward the improvement of teaching involving humanities faculty members. An example of projects which received support:

At Alcorn A & M College in Mississippi, faculty members in specialized fields conducted a pilot program for an interdisciplinary course, the first semester in general humanities and the second in the black cultural heritage and its contribution to Western civilization. During the summer, course materials were developed as each teacher led classes, with the other teachers as observers, with consultants, who also participated in the instruction, as critic-teachers.

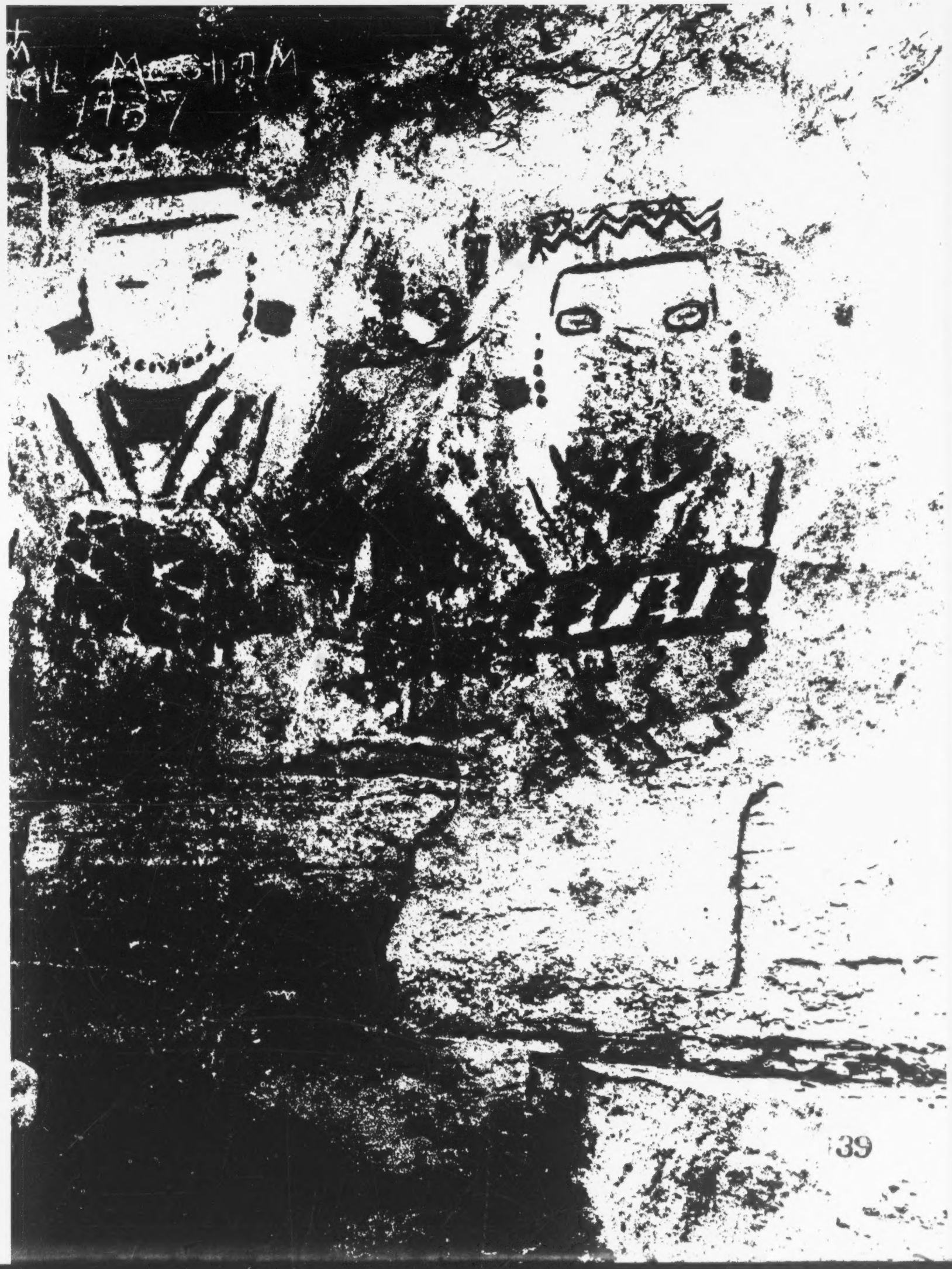
Finally, a special fellowship, the first of its kind ever awarded by the Endowment, went to Professor Margarete Bieber, a classical archaeologist formerly with Columbia University and now retired. She is completing a historical study of Roman sculptural style through a systematic study of Roman copies of Greek sculpture. Dr. Bieber is distinguished in the field of the history of classical art and the special fellowship will enable her to complete a project which is the result of a lifetime of scholarship. She is 92 years old.

**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Division of Fellowships, fiscal year 1971 | | | | |
| Younger scholars | 373 | $3,338,350 | 110 | $975,595 |
| Summer stipends | 363 | 544,500 | 110 | 165,000 |
| Senior fellowships | 461 | 6,730,600 | 51 | 741,435 |
| Negro college faculty development | 28 | 283,133 | 13 | 110,799 |
| Fellowships for guided study in selected fields | 51 | 484,500 | 9 | 256,500 |
| Junior colleges | 172 | 1,582,400 | 25 | 228,500 |
| Totals: | 1,448 | 12,963,483 | 318 | 2,477,829 |

This photograph is one of a series from "Black Ghetto USA" by Roland Freeman, a photo-journalist and recipient of a Humanities Endowment Younger Humanist Fellowship. (Photo: Roland L. Freeman.)

An official examines the damaging effects of vandalism and the weather to four large pictographs on a sandstone cliff in San Juan county in southeastern Utah's Four Corners area. The people who made this rock art more than 500 years ago have vanished but an Endowment grant to the Utah State Historical Society is supporting a project to make local residents of all ages more aware of their state's past and better informed of the events which have shaped its present. (Photo Utah State Highways Department)



## Office of Planning and Analysis

As the Endowment continues to address the needs and attempts to meet the understanding of an ever greater variety of American citizens, it is essential that its programs not become frozen into set patterns, that they be coordinated so that there may be a coherence and balance to the work of the Endowment as a whole. It is essential, too, that the Endowment continue to look forward and strive to identify our national needs before those needs are upon us, so that it can define its goals in terms of those needs. Coordinating the Endowment's activities and developing a cogent national program is the primary task of the Office of Planning and Analysis. To this end it seeks not only to maintain a balance between the work of the five main divisions of the Endowment but also to explore and develop new programs where it discerns a need not answered by the existing divisions. It has the responsibility, too, of evaluating those needs of humanistic education which may be apparent throughout the country and of assessing the impact of programs which the Endowment sponsors. Finally, the Office of Planning and Analysis disseminates information about the Endowment and its programs, in a variety of ways, to individuals and institutions who may find through their example a similar potential for enrichment of their personal or professional lives. The Endowment encourages replication of its successful programs so that its usefulness to the life of the nation may be greatly extended.

The projects described illustrate the variety of activities the Office has undertaken to carry out its development, evaluation, and dissemination functions.

### *The Jefferson Lecture*

A prime example of a major new program developed by the Office of Planning and Analysis is The Jefferson Lecture in the Humanities, a distinguished lecture series created in fiscal year 1971 to help bridge the gap between scholarship and public affairs. The annual lecture will enable thinkers of international reputation to bring their learning and experience to bear on contemporary concerns. The first lecture will be in April, 1972 in Washington, D.C., before an audience of scholarly, cultural and public leaders. Each year's lecturer, chosen by the National Council on the Humanities from nominations invited from learned, educational, and professional organizations as well as individuals, will receive an award and stipend to support preparation for the lecture. The lecturer need not necessarily be a professional in one of the fields customarily included in the humanities (philosophy, history, jurisprudence, literature), but will explore aspects of contemporary culture, focusing on human values, goals, needs, and experiences, the central concerns of the humanities.

According to the formal announcement, the lecture was named for Thomas Jefferson because the third President exemplified the application of thought and learning to public life:

"As much as any American who ever lived, Thomas Jefferson epitomized the scholar in touch with his own time, the man of learning to whom the present was the past unfinished. Not even revolution could break that continuity: in the Declaration of Independence he appealed for justification to truths more deeply rooted in man's past than were the powers and prejudices that the Revolution sought to change. President of the American Philosophical Society as well as President of the United States, throughout Jefferson's career the thinker and scholar within him informed the citizen and man of action.

"With Jefferson as symbol," the announcement continues, "the National Endowment for the Humanities wishes to give leadership in affirming the relationship between thinker, scholar, and citizen." The lectureship is established in order "that thinkers of international reputation may have a forum for their ideas, that humanistic insights of importance may reach the public, and that living issues may be the test of humane learning."

### *The Dallas Public Library Independent Study Project*

Many adults are currently involved in independent, self-directed study designed to enrich their personal lives, to improve their economic conditions, and to further their formal education. But because these adults are not affiliated with degree-granting

institutions, little recognition is given to their efforts. A grant to the Dallas Public Library is assisting to investigate the effectiveness of the public library as a center for independent study toward achieving a two-year college education. In the course of the project the library—using five branch libraries serving different socio-economic neighborhoods—will provide adults with information about local college programs, study guides, course materials, and tutorial services. The work is being carried out with the cooperation of Southern Methodist University; other colleges, businesses, and community organizations in the Dallas area are expected to participate in various other aspects of the project. At the conclusion of the first phase of the program, a National Interest Council will be formed to review the project and to consider its possible implications for other public libraries and the expansion of the concept on a national basis. This Council will consist of representatives from the American Library Association, the Council on Library Resources, the College Entrance Examination Board, the American Association of Junior Colleges, persons from public libraries to provide geographical representation, and the National Endowment for the Humanities. If successful, the Dallas experience would indicate a new way of expanding educational opportunity and a feasible alternative to the traditional system of higher education.

*Student Activism and Higher Education*

A grant to the National Student Association is assisting it in an historical examination of student unrest and its effects on the academic community. Such a study has been undertaken because student unrest has been, and may well continue to be, an important element in the fabric of the higher education community, causing stresses and realignments not only within institutions but also in their surrounding communities. This historical study will include the early 1950's and the civil rights movement but will not be limited to the last 20 years. The projected results of the study will include a sourcebook of materials useful to teachers developing courses on, and to others dealing with, higher education problems. The materials might also be used as input for a conference on the status of students in colleges and universities. The NSA grant was the first grant the Endowment has made to a totally student-run organization, and is one example of the kind of activity NEH hopes to encourage through its new *Youthgrants in the Humanities* Program which was developed by the Office of Planning and Analysis and instituted in 1972.

*Humanities in Public Education*

Mereld D. Keys, a philosopher with wide experience in the humanities, public education and interdisciplinary work, is conducting a study of the options available for expanded participation in public education. With that study the Endowment hopes to discover what new roles it might appropriately play in developing public programs in the humanities which are relevant to contemporary society. Among other things, Dr. Keys is studying ways in which the Endowment might join with libraries and other organizations in developing humanities film series as a basis for public discussion of critical issues and basic human problems. He will also examine the possibilities of the Endowment developing, funding and sponsoring a series of television productions designed to explore and illustrate major themes in the humanities.

*The Humanities and National Priorities*

An Endowment grant was made to the Conference Board, a non-profit research organization concerned with national economic problems, to explore the feasibility of a center for research on future societal goals. The Board's study team recommended the establishment of a Center for National Goals and Alternatives which, monitored by public, private, and voluntary sectors, would identify, analyze, and disseminate information on major policy issues confronting the Nation.

Other grants made by the Endowment to help assess the state of the humanities include that to the National Research Council of the National Academy of Science for a survey of earned doctorates to be awarded in fiscal year 1972. This survey, conducted annually since 1920, covers all research doctorates awarded in U.S. universities.

A survey conducted by the American Association of Museums with Endowment assistance will provide the most current, up-to-date and comprehensive statistical information available on nearly 6,000 museums in the United States. This survey will cover staffing, salaries, attendance, budgets, funding sources and other valuable information about the disciplinary and geographical distribution of museums in the country.

A grant to the Public Library Association of the


*"The earth belongs always to the living generation"*

–THOMAS JEFFERSON

*An Announcement*

THE JEFFERSON LECTURE
IN THE HUMANITIES




c42

American Library Association is helping to plan for a comprehensive study of the present and future goals of the nation's public libraries. The last such study took place over 20 years ago, and an up-to-date assessment of the public library's role is badly needed.

With Endowment assistance Cornell University, on behalf of the American Institute of Architects and the Association of Collegiate Schools of Architecture, is directing a survey of all financial resources available from the Federal Government for research in architecture and environmental design. Cornell will publish its findings for use by practitioners and schools of architecture.

*Good Reading in the Humanities*

An Endowment-sponsored program which is meeting with enthusiastic response is "Good Reading in the Humanities." These reading lists are designed to inform the general reading public about distinguished works by humanistic scholars, to promote the study and discussion by laymen of fundamental humanistic problems, and to increase public understanding and appreciation of the humanities. The lists are compiled under Endowment grants by panels of scholars and experts who are brought together by suitable organizations. For example, the first of these lists to be developed, that on the American Revolution, was developed by the Institute of Early American History and Culture in Williamsburg, Va. The second list, on Man and his Environment, was developed by a panel consisting of leading persons from the Conservation Foundation, the Baltimore Model Cities Program, the Division of Behavioral Sciences of the National Academy of Sciences, and the Public Broadcasting Environment Center, together with the Consultant in Poetry from the Library of Congress. The reading lists are distributed to some 20,000 individuals and organizations through the Endowment's newsletter, *Humanities*. In addition to a general introduction to the subject, the lists include bibliographical information on the selected books, most of which are available in paperback, and a brief description of their contents. Example:

THE MYTH OF THE MACHINE: THE PENTAGON OF POWER. Lewis Mumford. *New York: Harcourt Brace Jovanovich, Inc. 1970. 435 pp.*

**Reading this last book in Lewis Mumford's series on technology and society is like taking part in an erudite discussion which is both gentle and exciting. It affirms man's ability to direct rather than be directed by the environments he lives in. It invites us to sense our own capacity for growth and our capacity to reverse developments which adversely affect our individual and group lives. Mumford believes in technology as a formative part of human culture, but he also believes in William James' perception that the human person has always been the "starting point of new efforts." The extensive bibliography should encourage further individual exploration.**

The lists conclude with provocative suggestions for discussion. For example: "Are there ways in which you can, at one time, be a creator, user, consumer and improver of environments?"

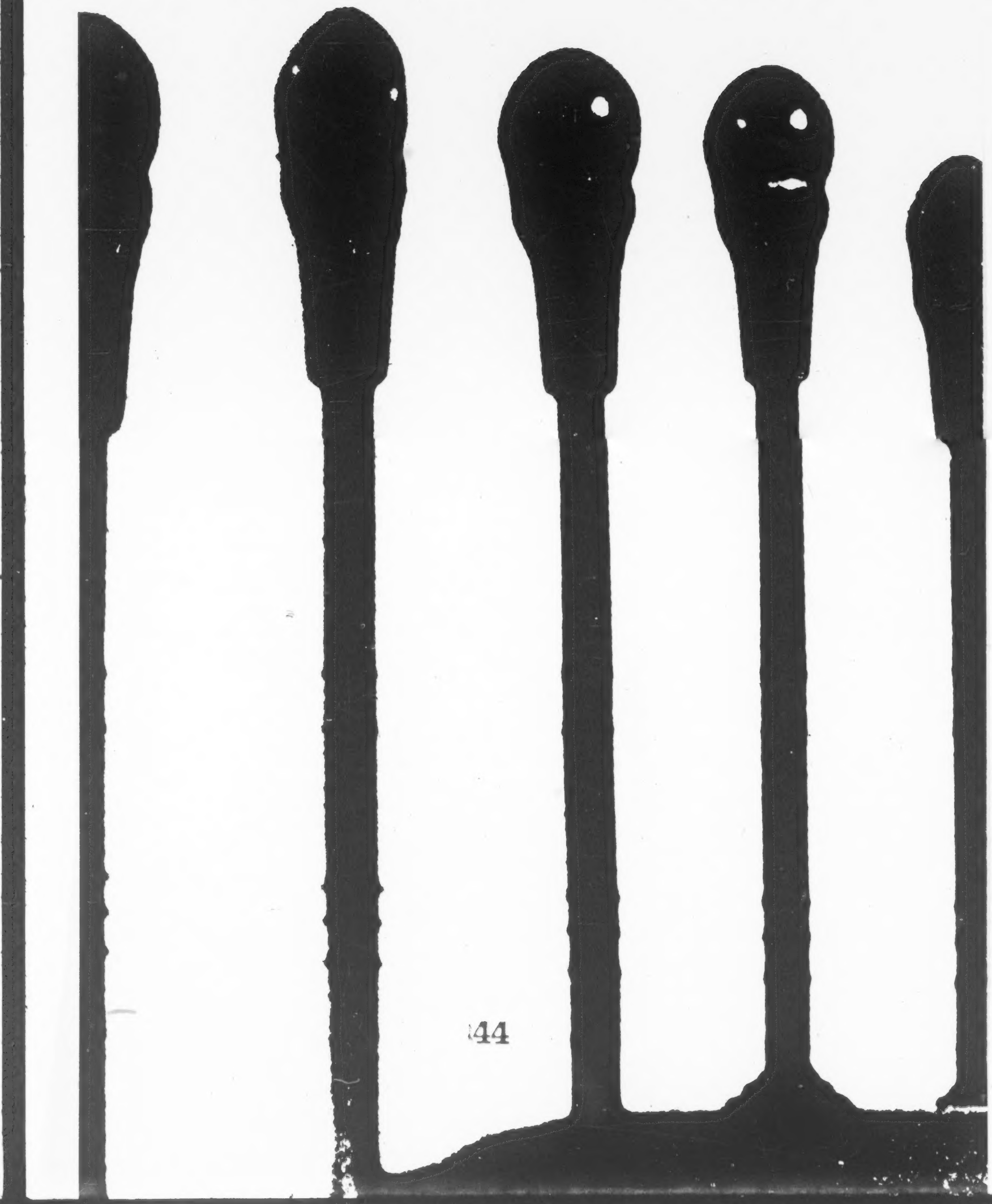
Lists to come: violence and human relations; the university and society; scientific progress and human values; the city in history.

In fiscal year 1971 the Endowment inaugurated *The Jefferson Lecture in the Humanities,* created to help bridge the gap between learning and public affairs by enabling thinkers of international reputation to bring their wisdom, knowledge and experience to bear on contemporary concerns. Nominations for the first lecturer were invited from various individuals and groups with this Announcement and Lionel Trilling was named to give the first lecture in Washington, D.C. in April, 1972 (see page 36).

**Statistical Summary**

| | Number of applicants | Total amount applied for | Number of grants | Total amount obligated |
|---|---|---|---|---|
| Office of Planning | 18 | $339,297 | 25* | $502,070** |

*Includes supplemental awards on previous year's grants
**Includes obligations for program development and evaluation activities totaling $18,523



With Endowment support, the Tulsa City-County Library System has been presenting a series of lecture-discussion programs entitled "The Human Condition: A Question of Values." The program is built upon exploration of "Man Alone," "Man Together," and "Man in the Future." This photograph represents the future, with man in danger of dehumanization by machines and technology.

Appendix A

**The Endowment—A Brief History**

The National Endowment for the Humanities was created in 1965 out of Congressional concern that the United States' position of world leadership be based on achievements "in the realm of ideas and of the spirit," as well as on "superior power, wealth, and technology."

Public Law 89–209 authorized the National Foundation on the Arts and the Humanities, consisting of the National Endowment for the Arts as well as the National Endowment for the Humanities. Each Endowment is directed by a Chairman, who is assisted by a National Council on the Humanities or on the Arts respectively, as well as by a professional staff and secretariat. The Humanities Endowment's National Council is composed of 26 private citizens appointed by the President for terms of six years. The Chairman of the Endowment also serves as Chairman of the National Council on the Humanities.

Dr. Henry Allen Moe, formerly President of the John Simon Guggenheim Memorial Foundation, served as Chairman of the Endowment pending the appointment of Dr. Barnaby C. Keeney as Chairman by President Johnson in July, 1966. Dr. Keeney had been President of Brown University and Chairman of the Commission on the Humanities, created in 1964 by the American Council of Learned Societies, the Council of Graduate Schools in the United States, and the United Chapters of Phi Beta Kappa. This Commission made the recommendations which resulted in the establishment of the National Endowment for the Humanities. Dr. Keeney served the full four years of his appointment and on July 4, 1970 President Nixon appointed Wallace B. Edgerton Acting Chairman. Mr. Edgerton had been Mr. Keeney's Deputy Chairman during the period of Keeney's chairmanship.

On December 9, 1971, President Nixon appointed Dr. Ronald S. Berman Chairman of the Endowment for a four-year term and Mr. Edgerton became Deputy Chairman. Dr. Berman, a Renaissance and Shakespeare scholar, formerly was Professor of English Literature at the University of California, San Diego.

The first few months of the Endowment's history were devoted to organizing a staff and determining initial programs. Few grants, therefore, were made and the first fiscal year's appropriation of $2.5 million was added to the $2 million voted for fiscal year 1967, providing a total of $4.5 million for that year. The Endowment had legislative authority also to match private, unrestricted gifts with Treasury funds.

The original authorization in Public Law 89–209 expired after 3 years, and during fiscal year 1968 reauthorization legislation was passed by the Congress with some changes in the original legislation to allow greater flexibility. These changes allow the Chairman to make grants up to $10,000 without seeking the National Council's prior consent (although he must make a complete report of these grants to the Council at its next meeting after the grant is awarded); and permit the Endowment to match gifts for restricted as well as unrestricted purposes. Public Law 90–348, which passed Congress on July 18, 1968, authorized fiscal year 1969 and 1970 appropriations of $8 and $9 million respectively.

Following the request of President Nixon, Public Law 89–209 was again amended July 20, 1970, adding "comparative religion:" and "ethics" to the disciplines specifically included in the term "humanities" and stressing Endowment aid to teaching. Outright appropriations of $17 million for fiscal year 1971, $26.5 million for fiscal year 1972, and $35.5 million for fiscal year 1973 were authorized. Additional appropriations were authorized to match private gifts with Treasury funds.

Note: Not all funds *authorized* are actually *appropriated*. The following table shows the appropriations history of the Endowment.

*Appropriations* (in millions)

| | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|---|---|---|---|---|---|---|---|
| Definite program funds | $2.5 | $2.0 | $3.5 | $3.7 | $6.05 | $11.06 | $24.5 |
| Maximum matching funds | ... | *3.0 | .5 | 2.0 | 2.0 | 2.5 | 3.5 |
| Actual matching funds | ... | .106 | .325 | 1.262 | 2.0 | 2.5 | |

*Covered fiscal years 1966 and 1967.

Appendix B

**Information for Applicants**

The term "humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, includes but is not limited to the study of the following: "language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archeology; the history, criticism, theory and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods." The Endowment is also authorized to support "the study and application of the humanities to the human environment."

In 1970, the Congress added ethics and comparative religion to the fields supported by the Endowment and included in the statutory mandate "particular attention to the relevance of the humanities to the current conditions of national life."

Applications may come from individuals—with or without academic affiliations—and from any nonprofit institution of organization engaged in humanistic endeavor. Typically, applications would come from universities, four-year colleges, junior colleges, community colleges, schools, and their faculty members; from educational, cultural or community groups; and from museums, historical societies, libraries, public agencies, educational broadcasting stations, and members of such organizations' staffs.

Applicants in all fields should note the following statement of the National Council on the Humanities, issued in 1968, concerning the Endowment's continuing emphasis on proposals that have bearing on contemporary public problems:

"The present crisis of American society leads the National Council on the Humanities to reaffirm that the humanities ideally are always relevant to the condition of man, and of man's society. It therefore wishes to encourage, in addition to significant studies and works in the familiar humanistic tradition of pure scholarship and general knowledge, appropriate project proposals within the various fields of the humanities which are concerned with values as they bear on urbanization, minority problems, war, peace, foreign policy, problems of government decision, civil liberties, and the wider application of humanistic knowledge and insights to the general public interest. The Endowment will continue to support more traditional studies in every humanistic discipline. Each proposal, regardless of its emphasis in this respect, will be judged primarily on its intrinsic merit."

More recently, the Council cited student and youth problems as areas warranting special study.

The National Endowment for the Humanities is organized into the Office of the Chairman, the Division of Fellowships, the Division of Research, the Division of Education Programs, the Division of Public Programs, the recently-created Division of State and Community Programs, and the Office of Planning and Analysis. The following kinds of opportunities available through the Endowment correspond to these administrative divisions, described in greater detail elsewhere in this report, but briefly the Endowment offers:

- Fellowships and summer stipends enabling humanists to improve their skills in teaching, interpreting and communicating the humanities;
- Grants in support of research, editing and writing in the humanities;
- Grants to help improve the teaching of the humanities through the development of college and university curricula and through innovative projects at any educational level, including cooperative programs between levels;
- Grants in support of projects that help increase understanding, appreciation and use of the humanities among the general public through a variety of institutions and media;
- Grants in support of state and community organizations promoting and sponsoring public programs in the humanities.

In addition to these the Endowment encourages, through its Office of Planning and Analysis, the submission of proposals for projects which do not fall readily within the scope of existing programs and divisions. The Office especially seeks promising proposals which would extend traditional concepts of the humanities, develop new applications of humanistic knowledge, or encourage more active interest in the humanities among all sectors of the population.

The National Endowment for the Humanities

does not offer support for creative, original work in the arts—such as musical composition, painting, the writing of poetry or fiction—or for performance or training in the arts. Certain studies of the arts are eligible for Endowment support, such as historical and theoretical studies and criticism in the arts. Projects dealing with appreciation of the arts may be suitable for support, but a severe limitation of funds available in this area dictates that such projects must clearly relate art appreciation to other fields of the humanities, rather than to fields of the creative and performing arts. Thus a project which developed an historical or philosophic perspective of a culture by examining the values reflected in its arts might qualify for support, while a project focusing on the arts as such, in one or another historical context, could not.

Inquiries about federal support for creative and performing artists should be addressed to: National Endowment for the Arts, Washington, D.C. 20506.

Because of limited funds, the Endowment cannot at this time give consideration to requests for support for:

- Predoctoral fellowships, except insofar as they may be integral parts of a broader program and requested by the institution undertaking such a program;
- Construction or restoration costs, except for limited amounts incidental to carrying out other purposes of an application;
- Museum or library acquisitions, except for limited amounts incidental to carrying out other purposes of an application;
- Editorial costs of journals, or production costs of any publication, including books (the Endowment may revise this policy prior to the next edition of the Program Announcement);
- Costs of permanent equipment which is not essential to the carrying out of a broader program or project;
- Support for research undertaken in pursuit of any academic degree;
- Individual requests for travel to professional meetings.

Appendix C

## FINANCIAL REPORT

Summary of Receipts and Obligations, Fiscal Year 1971

| | |
|---|---|
| Receipts: | |
| Unobligated funds carried over from fiscal year 1970 | $2,502,065 |
| Definite appropriation for fiscal year 1971 | 11,060,000 |
| Gifts and gifts pledged to the Endowment | 2,500,000 |
| Matching funds made available as a result of gifts and pledges | 2,500,000 |
| Transfer from the National Endowment for the Arts | 4,800 |
| Returns from and decreases in previous years' grants | 205,525 |
| Total | 18,772,390 |
| Obligations and Transfers: | |
| Grants obligated in fiscal year 1971 | 14,184,082 |
| Transfer to the National Endowment for the Arts | 17,850 |
| Total | 14,201,932 |
| Unobligated balance carried forward | 4,570,458 |

Appendix D

**Summary of Grants and Awards: Fiscal year 1971**

| PROGRAMS: | Number of awards [1] | Amount obligated: Outright | Amount obligated: Gifts and matching | Amount obligated: Total |
|---|---|---|---|---|
| Education | | | | |
| Institutional planning and development | 26 | $2,549,917 | $837,642 | $3,387,559 |
| Higher education projects | 64 | 1,560,329 | 381,732 | 1,942,061 |
| Elementary and secondary projects | 21 | 653,024 | 249,036 | 902,060 |
| | 111 | 4,763,270 | 1,468,410 | 6,231,680 |
| Public | | | | |
| National dissemination | 18 | 837,259 | 477,320 | 1,314,579 |
| Special projects | 13 | 370,025 | 38,329 | 408,354 |
| Museums and historical societies | 12 | 261,180 | ..... | 261,180 |
| | 43 | 1,468,464 | 515,649 | 1,984,113 |
| Fellowships | | | | |
| Younger scholars | 110 | 975,595 | ..... | 975,595 |
| Summer stipends | 110 | 165,000 | ..... | 165,000 |
| Senior fellowships | 51 | 741,435 | ..... | 741,435 |
| Negro college faculty development | 13 | 110,799 | ..... | 110,799 |
| Fellowships for guided study in selected fields | 9 | 256,500 | ..... | 256,500 |
| Junior colleges | 25 | 228,500 | ..... | 228,500 |
| | 318 | 2,447,829 | ..... | 2,477,829 |
| Research | | | | |
| Research grants | 85 | 1,125,063 | 99,191 | 1,224,254 |
| Editing and publication | 12 | 290,332 | ..... | 290,332 |
| Bicentennial grants | 14 | 174,877 | 74,000 | 248,877 |
| Gifts and matching grants | 39 | ..... | 655,377 | 655,377 |
| | 150 | 1,590,272 | 828,568 | 2,418,840 |
| State and Community | | | | |
| State-based humanities programs | 6 | 587,400 | ..... | 587,400 |
| | 6 | 587,400 | ..... | 587,400 |
| Planning | 25 | 146,180 [2] | 355,890 | 502,070 |
| | 25 | 146,180 | 355,890 | 502,070 |
| | 653 | 11,033,415 | 3,168,517 | 14,201,932 |

[1] Including additional awards on prior year's grants

[2] Includes obligations for program development and evaluation activities totaling $18,523



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Appendix E

**The National Endowment for the Humanities**
**Wishes to Thank These Private Donors to the Endowment in Fiscal 1971**

*Gifts of $100,000 or more*
Council on Library Resources
The Ford Foundation
Joseph P. Kennedy, Jr. Foundation
Andrew W. Mellon Foundation
Edward John Noble Foundation
Frank G. Roberts
Women's Library Association
*Gifts of $50,000 to $100,000*
The Field Foundation of Illinois, Inc.
*Gifts of $25,000 to $50,000*
Morris and Gwendolyn Cafritz Foundation
Milo M. Hewitt Trust
International Business Machines Corporation
L. Jesselson
David Lloyd Kreeger Foundation
The Mount Vernon Ladies' Association of the Union
Rockefeller Brothers Fund
Billy Rose Foundation, Inc.
*Gifts of $10,000 to $25,000*
George I. Alden Trust
Appleton Wire Works Corporation
Hon. John Moors Cabot
Mrs. John Moors Cabot
Fred Carlson Company
Wallace T. Collett
Commonwealth Fund
Danforth Foundation
The Arthur Vining Davis Foundations
Domestic and Foreign Missionary Society of the Protestant Episcopal Church
William H. Donner Foundation
William Stamps Farish Fund
The Friends of the Bancroft Library
Louis M. Fuller Foundation
Stella and Charles Guttman Foundation, Inc.
Edward W. Hazen Foundation
Burritt M. Hiatt
Louis W. and Maud Hill Family Foundation
Hoffberger Foundation, Inc.
Jac Holzman
Drs. Abraham and Bluma Horowitz Foundation, Inc.
Alfred Jurzykowski Foundation, Inc.
Edmund Kahn
The Lucius N. Littauer Foundation
Maurice McAshan
Maurer Foundation
The Mertz Foundation
Eugene and Agnes E. Meyer Foundation
National Foundation for Jewish Culture
National Machinery Foundation, Inc.
Alice M. O'Brien Foundation
Ohio State University Development Fund
Oklahoma State University Education and Research Foundation, Inc.
The Lawrence Phipps Foundation
Harvey Picker
Daniel Rose
Robert D. Stern Fund
Mrs. Leonore B. Thomas
United Methodist Church, Division of Higher Education
Francis Van Derbur
Oscar Van Leer
*Gifts of $5,000 to $10,000*
The Andreas Foundation
Archaeological Institute of America
Robert S. Benjamin
CBS Foundation, Inc.
Center for Research Libraries
University of Connecticut Foundation
Cyprus Mines Corporation
Jane and Justin Dart Foundation
Walter de Gruyter and Company
The Henry L. and Grace Doherty Charitable Foundation
Peter and Marie Dubois Foundation
The Foundation of the State University of New York
Richard Gale
General Electric Foundation
Fred J. Hughes
Intracollegiate Governmental Association
Thomas Jefferson Memorial Foundation, Inc.
Samuel H. Kress Foundation
Arthur D. Little Foundation
Mrs. Rebecca P. Logan
C. Peter McColough
Memorial Foundation for Jewish Culture
North Carolina State Art Society
Eliot D. Pratt Foundation
Anne S. Richardson Fund

Martha Baird Rockefeller Fund for Music, Inc.
The Leopold Schepp Foundation
W. Clement and Jessie V. Stone Foundation
University of Virginia Alumni Fund, Inc.
Wang Laboratories

*Gifts of $1,000 to $5,000*

H.A. Abramson
Charles F. Adams
Elmer and Eleanor Andersen Foundation
University of Arizona Foundation
Arts Trust Fund
Max Ascoli
W.N. Banks Foundation
Dr. and Mrs. Alexander Bayer
Philip and Muriel Berman Foundation of Allentown
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Calderwood Charitable Fund
Connecticut Research Commission
Cook Foundation, Inc.
George H. Cook. Jr.
Corning Museum of Glass
Truett H. Coston
Frederick C. Crawford
Kenneth Dayton
University of Denver, Class of 1921
East Carolina University Foundation
Mr. and Mrs. Allen O. Eaton
John B. Elliott
Esso Education Foundation
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Fund for Peace
Garrett-Bromfield and Company
Robert H. Garrison
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Paul M. Gillmor
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Intercultural Publications, Inc.
The Johnson Foundation, Inc.
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Dr. Lillian Malcove
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Sol Price
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Michael Rea
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Mr. and Mrs. Saul Robbins
David Rockefeller, Jr.
Ruder and Finn, Inc.
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Waterloo Lutheran University
Ben Weingart
William C. Whitney Foundation
Whittier Avenue Foundation
Wilkie Brothers' Foundation
Robert Wise
Paul I. Wren
Louis Zelle

*Gifts from $500 to $1,000*

Abraham Foundation
Altschuler, Melvoin and Glasser Fund
American Antiquarian Society
The Robert E. Anderson, Jr. Foundation
Bemis Company Foundation
The Bosworth Foundation
John Stewart Bryan Memorial Foundation
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Winifred S. Cheston
Anthony L. Conrad
Courier-Journal and Louisville Times Foundation, Inc.
Cramer Foundation, Inc.
Cumberland College
Harry Dalton
Daniels Foundation
Mrs. Stephen M. DuBrul, Jr.
Gamma Chapter of Colorado, Phi Beta Kappa
Lucille and Robert H. Gries Charity Fund
Hobby Foundation
Mr. and Mrs. Bingham J. Humphrey
The Johnson Foundation, Inc.
Keene Sentinel Fund
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Esther and Joseph Klingenstein Fund
Rensselaer W. Lee
Hover T. Lentz
Luverne, Minnesota National Humanities Series
Mr. and Mrs. Russell Lynes
Mrs. Bob McCord
Edward C. Matthews, Jr.
Mrs. Mildred Morse
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Parkside Foundation
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A.C. Ratshesky Foundation
Roland and Roland, Inc.
Roland and Roland Plywood Corporation
Mrs. George Lee Sargent
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Seward County Community Junior College
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West India Company

**The National Endowment for the Humanities wishes also to thank an additional 232 donors to the Endowment, whose welcomed gifts ranged from $2.50 to $499, and regrets that lack of space does not allow an individual listing of their names.**



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Appendix F

**National Council on the Humanities**

Terms expiring in 1972:

Mr. Edmund F. Ball, Chairman of the Board, Ball Corp., Muncie, Ind.

Dr. Robert T. Bower, Director, Bureau of Social Science Research, Inc., Washington, D.C.

Dr. Kenneth B. Clark, President, Metropolitan Applied Research Center, Inc., New York, N.Y.

Dr. Gerald F. Else, Professor of Greek and Latin, Department of Classical Studies, University of Michigan, Ann Arbor, Mich.

Mr. Paul G. Horgan, Senior Fellow in Letters, Center for Advanced Studies, Wesleyan University, Middleton, Conn.

Dr. Albert William Levi, Professor of Philosophy, Washington University, St. Louis, Mo.

Miss Soia Mentschikoff, Professor of Law, University of Chicago, Chicago, Ill.

Dr. Charles E. Odegaard, President, University of Washington, Seattle, Wash.

Terms expiring in 1974:

Mr. Jacob Avshalomov, Composer and Conducter, Portland Junior Symphony, Portland, Ore.

Mr. Allan A. Glatthorn, Director, Alternative Schools Project, Elkins Park, Pa.

Mr. Henry Haskell, Senior Editor (retired), Kansas City Star, Kansas City, Mo.

Dr. Mathilde Krim, Sloan-Kettering Institute for Cancer Research, New York, N.Y.

Rev. J. William Morgan, Pastor, First Methodist Church, Denton, Tex.

Rev. Walter J. Ong, S.J., Professor of English, St. Louis University, St. Louis, Mo.

Mr. Eugene B. Power, Microphotographer (retired), Ann Arbor, Mich.

Dr. Robert Ward, Professor of Political Science, Director, Center for Japanese Studies, University of Michigan, Ann Arbor, Mich.

Dr. Stephen J. Wright, Vice President, College Entrance Examination Board, New York, N.Y.

Terms expiring in 1976:

Mr. Robert O. Anderson, Chairman of the Board, Atlantic Richfield Co., New York, N.Y.

Dr. Lewis White Beck, Professor of Philosophy, University of Rochester, Rochester, N.Y.

Dr. A. Louise Blackwell, Associate Professor of English, Florida A. and M. University, Tallahassee, Fla.

Dr. Leslie H. Fishel, Jr., President, Heidelberg College, Tiffin, Ohio

Dr. Leslie Koltai, Chancellor, Metropolitan Junior College District, Kansas City, Mo.

Dr. Sherman Emery Lee, Director, Cleveland Museum of Art, Cleveland, Ohio

Dr. Herman Hodge Long, President, Talladega College, Talladega, Ala.

Dr. Rosemary Park (Mrs. Milton V. Anastos), Vice Chancellor, Student and Curricular Affairs, University of California at Los Angeles, Los Angeles, Calif.

Dr. Arthur L. Peterson, Chairman, Department of Politics and Government; Director, The Arneson Institute of Practical Politics, Ohio Wesleyan University, Delaware, Ohio.

Former Members:

Dr. Gustave O. Arlt (1966–68)
Dr. Germaine Bree (1966–70)
Mr. John Ehle (1966–70)
Miss Emily Genauer (1966–70)
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Dr. Adelaide Cromwell Hill (1966–68)
Dr. Barnaby C. Keeney (1966–70)
Dr. John W. Letson (1966–68)
Dr. Robert M. Lumiansky (1966–68)
Dr. David R. Mason (1966–68)
Mr. G. William Miller (1966–68)
Dr. Henry Allen Moe (1966–70)
Rev. John Courtney Murray, S.J. (1966–67)
Dr. Louis Norris (1970)
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Dr. William Riley Parker (1968)
Mr. Ieoh Ming Pei (1966–70)
Dr. Emmette S. Reford (1966–70)
Dr. John P. Roche (1968–70)
Dr. Robert Spike (1966–67)
Dr. Alfred E. Wilhelmi (1967–70)
Mr. Meredith Willson (1966–67)

Appendix G

**National Endowment for the Humanities Staff Listing***

| | |
|---|---|
| Office of the Chairman | |
| Chairman | Dr. Ronald S. Berman |
| | Mrs. Doris Ilcheff |
| | Miss Sally Rogers |
| Deputy Chairman | Wallace B. Edgerton |
| | Mrs. Henrietta B. Moody |
| Special Assistant to the Chairman | Patrick O'Sheel |
| Assistant to the Deputy Chairman | William J. Maher |
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| Associate Director | Armen Tashdinian |
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| Program Analyst | Dr. Elizabeth Hansot |
| Research Assistant | Mrs. Sara Toney |
| Research Assistant | Miss Donna Jacobson |
| Librarian | Mrs. Phyllis Stone |
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| Director | Dr. James H. Blessing |
| | Mrs. Etta L. Jones |
| | Miss Lizzie Grady |
| Program Officer | Dr. Guinevere Griest |
| | Mrs. Candice Parrish |
| Program Officer | Julian F. MacDonald |
| | Miss Kathryn Newcomer |
| Program Assistant | Mrs. Carol M. Becker |
| Program Assistant | Miss Sherrolyn Maxwell |
| Division of Research | |
| Director | Dr. William Emerson |
| | Miss Seresa Minter |
| Program Officer | David Wallace |
| | Miss Mary Foster |
| Program Assistant | Dr. Simone Reagor |
| Program Assistant | Dr. Geraldine Otremba |
| Junior Program Assistant | Miss Marion Blakey |

*Staff at the publication of this report rather than at the end of fiscal year 1971.



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Division of Education Programs

| | |
|---|---|
| Director | Dr. Herbert McArthur |
| | Miss Sandra Scaffido |
| | Miss Carolyn T. Copeland |
| Program Officer | Dr. Louis Norris |
| | Miss Doris Rheaves |
| | Miss Sandra Sohns |
| Program Officer | Dr. Edward Cell |
| | Mrs. Rhona Ready |
| Program Officer | Dr. Craig Eisendrath |
| Program Assistant | Miss Mary S. Cole |
| Program Assistant | Dr. Janet Berls |
| Program Assistant | Miss Ellen Hennessy |

Division of Public Programs

| | |
|---|---|
| Director | Dr. Richard Hedrich |
| | Miss Delia Reddington |
| Program Assistant | Mrs. Deanne Winokur |
| | Miss Jill Mitchell |
| Program Assistant | Miss Susan Wagner |

Division of State and Community Programs

| | |
|---|---|
| Director | Dr. John H. Barcroft |
| | Mrs. Andrea Anderson |
| Assistant Director | Mrs. Signa Dodge |
| Program Officer | Dr. Leonard Oliver |
| | Miss Reneé Johnson |
| Program Officer | Miss Carole F. Huxley |
| Program Officer | Stephen Goodell |

**NFAH Shared Staff**

Administrative Office

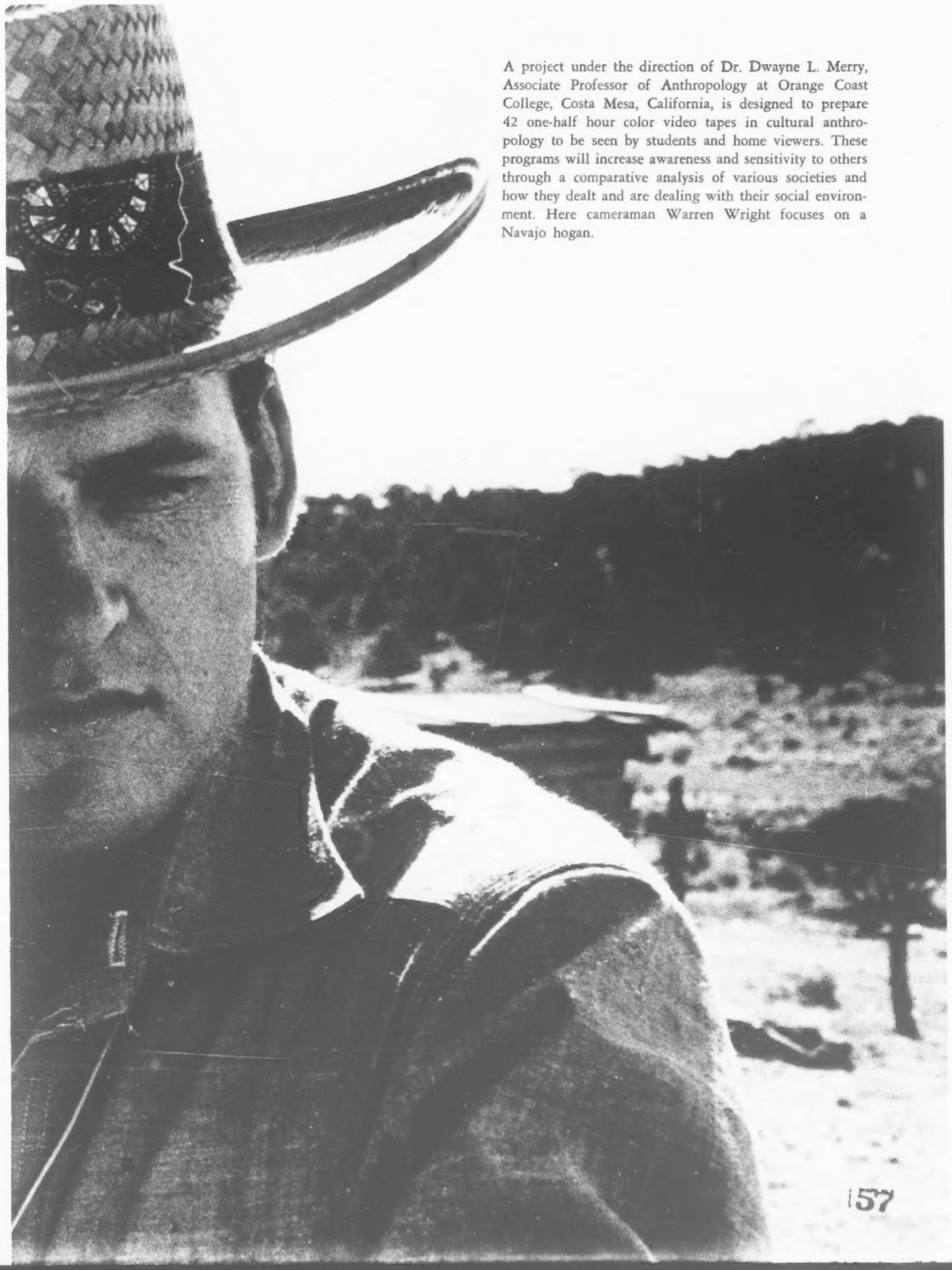
| | |
|---|---|
| Director of Administration | Paul P. Berman |
| Administrative Services Officer | William M. Dorie |
| Personnel Officer | David C. Johnstone |
| Financial Manager | Miss Joyce Freeland |

Office of the General Counsel

| | |
|---|---|
| Associate General Counsel, Humanities | Joseph R. Schurman |
| | Mrs. Elizabeth Harne |

Office of Grants (NEH)

| | |
|---|---|
| Grants Officer | Miss Kathleen Brady |
| | Mrs. Sarah Ballard |
| Assistant Grants Officer | Mrs. Jean Wesley |
| Grants Data Specialist | Mrs. Barbara Williams |
| Grants Data Specialist | Mrs. Betty L. Barnes |



A project under the direction of Dr. Dwayne L. Merry, Associate Professor of Anthropology at Orange Coast College, Costa Mesa, California, is designed to prepare 42 one-half hour color video tapes in cultural anthropology to be seen by students and home viewers. These programs will increase awareness and sensitivity to others through a comparative analysis of various societies and how they dealt and are dealing with their social environment. Here cameraman Warren Wright focuses on a Navajo hogan.

Appendix H

**List of Awards by State, Fiscal Year 1971**

(Winners of summer stipends received $1,500 each. The amounts received by other grant recipients are indicated individually.)

Alabama

*Summer Stipend*

Robert T. Cargo (French), University of Alabama, Tuscaloosa

*Fellowships—Faculty Development*

Tuskegee Institute, Tuskegee

Joseph Demarco ---------- $ 10,000

Alaska

*Public Program*

University of Alaska, College

Ludwig J. Rowinski, Modern Alaskan Native Material Culture ---------- $ 53,900

Arizona

*Summer Stipend*

Louis Baiz (Art), Phoenix College, Phoenix

*Younger Humanist Fellowship*

Lawrence J. Friedman (American History), Arizona State University, Tempe ------- $ 9,500

*Junior College Teacher Fellowships*

John L. Doty (Theater), Cochise College, Douglas ---------- $ 9,500

Leon L. Peterson (American Literature), Eastern Arizona College, Thatcher -------- $ 9,500

*Fellowships—Selected Fields*

University of Arizona, Tucson, Edward H. Spicer

Three Fellowships in American Indian Historical, Cultural and Social Studies ----- $ 28,500

The three individual recipients are:

Donald J. Doerr, Yankton College, Yankton, South Dakota

Richard J. Kestler, University of North Dakota, Grand Forks, North Dakota

Paul W. Kravagna, University of New Mexico, Albuquerque, New Mexico

*Education Program*

University of Arizona, Tucson, Byrd H. Granger

Folklore and Cultural Awareness in the Schools ---------- $ 33,200

Arkansas

*Summer Stipend*

Daniel F. Littlefield (American Literature), University of Arkansas, Little Rock

California

*Summer Stipends*

David A. Bernstein (American History), California State College, Long Beach

John Chioles (Theater), Stanford University, Stanford

Charles B. Faulhaber (History), University of California, Berkeley

Edward T. Flood (Asian History), University of Santa Clara, Santa Clara

Patrick K. Ford (Celtic Languages and Literature), University of California, Los Angeles

Robert A. Jones (History of Sociology), Harvey Mudd College, Claremont

Robert A. Lee (American Literature), California State College, San Bernardino

William W. Magenney (Latin American Ethnolinguistics), University of California, Riverside
Peter J.D. Mellini (History), Sonoma State College, Rohnert Park
Bradley F. Smith (History), Cabrillo College, Aptos
Reba N. Soffer (History), San Fernando Valley State College, Northridge
Andre T. Tsai (Theater), Sacramento State College, Sacramento
Larry R. Warkentin (Music), Pacific College, Fresno
Georgia S. Wright (Art), Mills College, Oakland

*Younger Humanist Fellowships*

| | |
|---|---|
| Robert C. Burroughs (Black Studies), Humboldt State College, Arcata | $ 9,500 |
| William H. Fain, Jr. (Community Development: Urban and Social Planning), MacKinlay-Winnacker AIA & Associates, Orinda | $ 9,500 |
| John L. Felstiner, Jr. (Comparative Literature), Stanford University, Stanford | $ 9,500 |
| Bruce Golden (Comparative Literature), California State College, San Bernardino | $ 9,500 |
| Stephen J. Greenblatt (History/English Literature), University of California, Berkeley | $ 9,500 |
| John O. Hayden (Comparative Literature), University of California, Davis | $ 9,500 |
| Stanleigh H. Jones, Jr. (Japanese Literature and Theater), Claremont Graduate School, Claremont | $ 7,500 |
| Gary L. Lease (History of Religion), Loyola University, Los Angeles | $ 9,500 |
| Richard G. Olson (History), University of California, Santa Cruz | $ 9,500 |
| Ladell C. Payne (American Literature), Claremont Men's College, Claremont | $ 7,500 |
| Clare G. Rayner (Music), California State College, Long Beach | $ 9,500 |
| Roy E. Rice (Religion and Society), Raymond College, University of the Pacific, Stockton | $ 9,500 |
| Stephen P. Schwartz (Comparative Literature/Jurisprudence), University of California, Los Angeles | $ 9,500 |
| Kurt J. Wehbring (Sociology), Marshall Kaplan, Gans and Kahn, San Francisco | $ 9,500 |

*Senior Fellowships*

| | |
|---|---|
| Robert B. Alter (Comparative Literature), University of California, Berkeley | $ 15,500 |
| Karl Aschenbrenner (Philosophy), University of California, Berkeley | $ 8,000 |
| William A. Clebsch (History of Religion), Stanford University, Stanford | $ 15,500 |
| Albert B. Friedman (Anthropology), Claremont Graduate School, Claremont | $ 10,500 |
| Wallace I. Matson (Philosophy), University of California, Berkeley | $ 15,500 |
| Dorothy Menzel (Archaeology: Andean), University of California, Berkeley | $ 15,500 |
| Peter H. Selz (Art), University of California, Berkeley | $ 11,750 |
| Joseph H. Silverman (Judeo-Spanish Folklore), University of California, Santa Cruz | $ 15,500 |
| Walter H. Sokel (German Literature), Stanford University, Stanford | $ 15,500 |
| George B. Tokmakoff (History), Sacramento State College, Sacramento | $ 15,500 |

*Junior College Teacher Fellowships*

| | |
|---|---|
| Luke C. Collins (Literature/Linguistics), Moorpark College, Moorpark | $ 9,500 |
| Roger H. Eastman (Philosophy), Reedley College, Reedley | $ 9,500 |
| Donald H. Estes (American History), San Diego City College, San Diego | $ 9,500 |
| Donald C. Harris (Spanish Literature), Canada College, Redwood City | $ 9,500 |
| Nand E. Hart-Nibbrig (Political Science), Long Beach City College, Long Beach | $ 9,500 |
| Donald J. Peterson (English/Education/Urban Studies), City College of San Francisco, San Francisco | $ 7,500 |

Gary S. Smith (Music), Ohlone College, Fremont ---------- $ 9,500

*Fellowships—Selected Fields*

University of California, Berkeley

May N. Diaz and George M. Foster

Four Fellowships in Mexican-American Historical, Cultural and Social Studies ----- $ 38,000

The four individual recipients are:

Richard A. Fineberg, University of Alaska, College, Alaska

Fred W. Sayre, Princeton University, Princeton, New Jersey

Robert Van Kemper, University of California, Berkeley, California

Donald L. Zelman, Tarleton State College, Stephenville, Texas

*Education Programs*

American Indian Historical Society, San Francisco

Jeannette H. Costo and Lowell J. Bean

Native American Program in Aid to Education ---------- $ 22,059

Claremont University Center, Claremont

Ralph Ross, Program in Comparative Studies ---------- $ 27,000

Coast Community College District, Costa Mesa

Dwayne Merry, Production of the Pilot Film in a Television Series on Cultural Anthropology ---------- $ 9,838

Mills College, Oakland

Allan Wendt, The Institute in English at the Community College Project --------- $ 15,000

San Diego State College, San Diego

Carlos G. Velez-1, Supportive Project for the Mexican-American Studies Department $ 30,000

San Mateo Junior College District, San Bruno

Gus J. Petropoulos, Technology and the Humanities ---------- $ 10,000

San Francisco State College, San Francisco

Peter W. Pick, Augmentation of Master of Arts Program in Art ---------- $ 40,000

University of California, Berkeley

Clyde B. Smith, Production of a Film on Medieval Religious Plays ---------- $ 5,775

University of California, Los Angeles

Leo Kuper, Summer Workshop in Swahili Language Training and East African Literature and Culture ---------- $ 5,000

University of California, Los Angeles

Leo Kuper, Revision of Study Kits on African Art for the Elementary and Secondary Schools ---------- $ 19,533

University of Southern California, Los Angeles

John B. Elliott, Philosophical Foundations of Politics, Economics and Sociology: Conflict and Consensus ---------- $ 15,000

University of Southern California, Los Angeles

John B. Orr, Summer Institute on Values and Alternative Urban Futures --------- $ 9,793

Valley Instructional Television Association, Sacramento

Charles J. Vento, Production of Two 30-Minute Films for Students on the History of California ---------- $ 10,000

*Research Programs*

Claremont Graduate School, Claremont

Hans D. Betz (Language) ---------- $ 13,500

John Edwards Memorial Foundation, Los Angeles
Norman Cohen (Music) ---------- $ 7,500
Stanford University, Stanford
Julius M.E. Moravcsik (Philosophy) ---------- $ 5,109
Stanford University, Stanford
Harold L. Kahn (History/Social Science) ---------- $ 10,236
University of California, Berkeley
Marvin Rosenberg (Theater/Literature) ---------- $ 7,919
University of California, Berkeley
Lawrence Harper and Ira Heyman (History) ---------- $ 40,000
University of California, Irvine
Murray Krieger (Literature) ---------- $ 13,300
University of California, Los Angeles
Fredi Chiapelli (History) ---------- $ 9,912
University of California, Los Angeles
Wayland D. Hand (Medicine/Folklore) ---------- $ 13,304
University of California, Los Angeles
Howard Suber (History/Film) ---------- $ 1,447
University of California, Santa Cruz
Maurice Natanson (Philosophy) ---------- $ 17,841
University of San Francisco, San Francisco
Robert I. Burns (History) ---------- $ 13,868
University of Southern California, Los Angeles
John A. Schutz (History) ---------- $ 7,450
Unaffiliated, Walter J. Fischel, Berkeley
(History) ---------- $ 4,830
Unaffiliated, Michael Fletcher, Berkeley
(Music) ---------- $ 5,253

*Public Programs*

Douglass House Foundation, Los Angeles
Budd Schulberg, Watts Writers Workshop and Affiliated Branches ---------- $ 37,429
Douglass House Foundation, Los Angeles
Budd Schulberg, Watts Writers Workshop and Affiliated Branches ---------- $ 900
University of California, Berkeley
Peter Selz, Peter Voulkos—A Film Portrait of the Sculptor at Work ---------- $ 4,777
University of California, Davis
Glenn Burch, The American Heritage in a Changing Society ---------- $ 48,680
University of California, Los Angeles
Rosalind Loring, Insight: The Humanities and the Urban Crisis ---------- $ 60,300

*Planning and Analysis Programs*

Center for Advanced Study in the Behavioral Sciences, Stanford
Dr. O. Meredith Wilson, Humanities Fellowship Program ---------- $ 30,201
University of California, Berkeley
Leland L. Medsker, Reading List on University and Society ---------- $ 1,119

Colorado

*Summer Stipend*

Hunter R. Rawlings, III (Classical History), University of Colorado, Boulder

*Younger Humanist Fellowships*

Arthur N. Gilbert (History), University of Denver, Denver ---------- $ 9,500

David F. Heimann (Classical Languages), University of Colorado, Boulder ---------- $ 9,500

Arthur G. Pettit (American History), Colorado College, Colorado Springs ---------- $ 9,500

*Senior Fellowship*

Albert Seay (Music), Colorado College, Colorado Springs ---------- $ 15,500

*Education Programs*

Fort Lewis College, Durango

Robert W. Delaney, Two-Week Institute for Teachers of Indians ---------- $ 9,997

University of Denver, Denver

Robert Roeder, Five-Year Project to Upgrade the Humanities at the University of Denver ---------- $744,223

*Research Programs*

University of Colorado, Boulder

Deward E. Walker (History) ---------- $ 10,000

University of Denver, Denver

Henry M. Holland (History/Jurisprudence) ---------- $ 14,229

Connecticut

*Summer Stipends*

Constance Lyons (French/Theater), Southern Connecticut State College, New Haven

Ken A. McIntyre (Music), Wesleyan University, Middletown

Wayne A. Meeks (History of Religion), Yale University, New Haven

*Younger Humanist Fellowships*

Richard Buel (American History), Wesleyan University, Middletown ---------- $ 8,500

David B. Claud (Classical Languages), Yale University, New Haven ---------- $ 9,500

John O. Iatrides (Political Science), Southern Connecticut State College, New Haven $ 7,500

John A. Leopold (History), Western Connecticut State College, Danbury ---------- $ 9,500

Kent C. Smith (History), Connecticut College, New London ---------- $ 7,500

*Senior Fellowship*

Donald Kagan (Classical History), Yale University, New Haven ---------- $ 15,500

*Junior College Teacher Fellowship*

Carl A. Newlin (Art), Greater Hartford Community College, Hartford ---------- $ 7,500

*Education Programs*

University Film Study Center, New Haven

Hugh Evans, University Film Study Center Research Program ---------- $ 27,400

University of Connecticut, Storrs

Jerome Shaffer, The Visiting Philosopher Program ---------- $ 13,500

University of Connecticut, Storrs

Milton R. Stern, Development of Personalized Undergraduate Education and the Teaching of Literacy ---------- $ 21,153

University of Connecticut, Storrs

Charles McLaughlin, Experimental Education Program in Interdisciplinary Studies --- $ 77,630

*Research Programs*

The Lifwinn Foundation, Westport
Mrs. Alfreda S. Galt (History of Psychiatry) ---------- $ 1,500

Yale University, New Haven
Raymond P. Morris (History) ---------- $ 10,000

Yale University, New Haven
J.H. Hexter (History) ---------- $ 15,000

Yale University, New Haven
George L. Hersey (Art) ---------- $ 9,748

Yale University, New Haven
Judah Goldin (Language) ---------- $ 3,575

*Public Program*

University of Connecticut, Storrs, and Old Sturbridge Village, Sturbridge, Massachusetts
R. Kent Newmyer, Museum Fellowship Program in American History ---------- $ 32,400

Delaware

*Younger Humanist Fellowship*

Raymond R. Wolters (American History), University of Delaware, Newark ---------- $ 9,500

*Research Program*

University of Delaware, Newark, Daniel Biebuyck (Art History) ---------- $ 23,250

*Public Programs*

University of Delaware, Newark, and the Winterthur Museum, Wilmington
George F. Frick, Museum Fellowship Program in Early American Culture ---------- $ 27,000

University of Delaware, Newark, and the Hagley Museum, Greenville, Wilmington --- $ 27,000
Carol E. Hoffecker, Museum Fellowship Program in American History

District of Columbia

*Summer Stipend*

Joseph M. Sendry (Literature), Catholic University of America

*Younger Humanist Fellowships*

Richard L. DeMolen (History), No Academic Affiliation ---------- $ 9,500

Roland L. Freeman (Photojournalism), No Academic Affiliation ---------- $ 9,500

Ira N. Klein (History), American University ---------- $ 8,500

Robert S. Sokolowski (Philosophy), Catholic University of America ---------- $ 7,200

*Senior Fellowship*

Robert G. Dixon (Law), George Washington University ---------- $ 15,000

*Junior College Teacher Fellowship*

Barbara G. Fant (Urban Studies), Washington Technical Institute ---------- $ 9,500

*Fellowships—Selected Fields*

Howard University, Arthur P. Davis
Three Fellowships in Afro-American Historical, Cultural and Social Studies ---------- $ 28,500
The three individual recipients are:
Eugene E. Miller, Albion College, Albion, Michigan
Delacy W. Sanford, Savannah State College, Savannah, Georgia
Curtis T. White, Georgetown University Law School, Washington, D.C.

Smithsonian Institution, John Ewers and William Sturtevant
Three Fellowships in American Indian Historical, Cultural and Social Studies ..... $ 28,500
The three individual recipients are:
Raymond J. DeMallie, Jr., University of Chicago, Chicago, Illinois
Jerald T. Milanich, University of Florida, Gainesville, Florida
Karen B. Sider, City College, City University of New York, New York

*Education Programs*

American University, Harold E. Davis
Development of Teaching Materials on Latin American Thought for College Level Courses ..... $ 3,500

Books for the People Fund, Inc., Martha V. Tomé
Reading List in Spanish for Schools and Public Libraries ..... $ 9,788

George Washington University, John F. Latimer
Experimental Seminar on Classics and Goals for America ..... $ 1,182

The Americans For Indian Opportunity, Margaret Paul
Supplemental Reading Series about Indians for Students Reading Below Grade Level $ 45,000

Educational Systems Corporation, Arthur Palacios
Development of Social Science Visual Materials on Mexican-American Culture .... $ 1,000

*Research Programs*

Unaffiliated, Patricia Grimsted (Literature/History/Social Sciences) ..... $ 25,478

Unaffiliated, Mary L. Pitlick (History/Literature) ..... $ 18,000

Unaffiliated, Eleanor S. Quandt (Art History) ..... $ 10,000

*Public Programs*

Frederick Douglass Institute, Museum of African Art
Warren M. Robbins, Five-Year Development Program ..... $107,000

George Washington University, Arthur E. Burns
Museum Fellowship Program in American Civilization ..... $ 10,800

WETA/Channel 26, John N. Robbins, Jr.
The Wolf von Eckardt Project on National Capitals ..... $ 25,300

Florida

*Summer Stipends*

Douglas A. Bonneville (French), University of Florida, Gainesville
Justus D. Doenecke (American History), New College, Sarasota
Phyllis P. Franklin (American Literature), No Academic Affiliation, Coral Gables

*Younger Humanist Fellowships*

Joseph B. Dees (Russian), University of Miami, Coral Gables ..... $ 7,500

Leslie Derfler (History), Florida Atlantic University, Boca Raton ..... $ 9,500

Elinor S. Miller (French), Rollins College, Winter Park ..... $ 8,500

Harry W. Paul (History), University of Florida, Gainesville ..... $ 9,500

*Public Program*

University of South Florida, Tampa
G.C. Eichholz, Study of Contemporary Art and Music ..... $ 5,820

*State and Community Program*

Florida Citizens' Committee for the Promotion of the Humanities, Tallahassee
Sidney S. Henry, Development of a State-Wide Program of Informal Adult Education in the Humanities ..... $ 15,000

Georgia

*Summer Stipend*

Robert L. Harrison (French/Literature), University of Georgia, Athens

*Younger Humanist Fellowships*

Kathryn M. Harris (English/Art), Morehouse College, Atlanta ---------- $ 9,500

John T. Juricek (American History), Emory University, Atlanta ---------- $ 9,500

Donald M. Reid (History), Georgia State University, Atlanta ---------- $ 9,500

*Fellowships—Faculty Development*

Albany State College, Albany

James Marquis ---------- $ 10,000

*Education Programs*

Southern Highlands Literary Fund, Inc., Rabun Gap

B. Eliot Wigginton, *Foxfire* Folklife Training and Research Program ---------- $ 9,401

South Georgia College, Douglas

William H. Essary, South Georgia College Expanded Humanities Program ---------- $ 25,740

*Public Program*

The Atlanta Public Library, Atlanta, Anne LeClercq, The Cinema as Art ---------- $ 3,500

*State and Community Program*

Committee for the Humanities in Georgia, Atlanta

Richard Wiegand, State-Wide Program of Informal Adult Education in the Humanities ---------- $100,000

Hawaii

*Senior Fellowship*

James R. Brandon (Theater), University of Hawaii, Honolulu ---------- $ 15,500

*Education Program*

Kapiolani Community College, Honolulu

Jane Fukunaga, Project to Strengthen the Humanities Program at the College ---------- $ 9,360

*Research Program*

University of Hawaii, Honolulu

Stanley M. Tsuzaki (Linguistics) ---------- $ 9,722

Idaho

*Younger Humanist Fellowship*

James S. Malek (English), University of Idaho, Moscow ---------- $ 7,500

Illinois

*Summer Stipends*

Kay P. Easson (English Literature), Illinois State University, Normal

Milton H. Ehre (Russian), University of Chicago, Chicago

George Goodin (Literature), Southern Illinois University, Carbondale

Thomas A. Knapp (History), Loyola University, Chicago

David S. Patterson (American History), University of Illinois at Chicago Circle, Chicago

*Younger Humanist Fellowships*

Ira Berlin (American History), University of Illinois at Chicago Circle, Chicago ---- $ 9,500

Sister Mary Ewens (Art), Rosary College, River Forest ---------- $ 7,500

Ausbra Ford (Art), Chicago State College, Chicago ---------- $ 8,500

Richard T. Fry (History), Illinois College, Jacksonville ---------- $ 9,500
Howard Jacobson (Classical Languages), University of Illinois, Urbana ---------- $ 9,500
Richard E. Palmer (Literature/Philosophy), MacMurray College, Jacksonville ------ $ 9,500
June Sochen (American History), Northeastern Illinois State College, Chicago ------ $ 7,600
Lawrence D. Walker (History), Illinois State University, Normal ---------- $ 9,500

*Senior Fellowships*

George T. Dickie (Philosophy), University of Illinois at Chicago Circle, Chicago ---- $ 12,150
Norman A. McQuown (Linguistics/Anthropology), University of Chicago, Chicago --- $ 15,500

*Junior College Teacher Fellowship*

Lawrence D. Butcher (History of Technology), Kennedy King College of Chicago City College, Chicago ---------- $ 9,500

*Fellowships—Selected Fields*

University of Chicago, Chicago, Fred R. Eggan
Two Fellowships in American Indian Historical, Cultural and Social Studies ------ $ 19,000
The two individual recipients are:
Sister Mary Brocke, Madonna College, Livonia, Michigan
John M. Ingham, University of Minnesota, Minneapolis, Minnesota

*Education Programs*

Committee on Institutional Cooperation, Chicago
Liu Wu-chi, Establishment of a Program Coordinator's Office for CIC Institutes for Far Eastern Languages ---------- $ 2,520
University of Chicago, Chicago
Herman Fussler and Fred H. Harris
Development and Operational Testing of a Library Data Management System ----- $400,000
University of Illinois, Urbana
Richard T. Scanlan, Development and Implementation of a Classics Course for Secondary School Teachers ---------- $ 9,995

*Research Programs*

Illinois State University, Normal
Niles R. Holt (History ---------- $ 4,466
Knox College, Galesburg
Rodney O. Davis (History) ---------- $ 2,117
Northwestern University, Evanston
Frank Willett (History of Art) ---------- $ 48,657
Southern Illinois University, Carbondale
Paul A. Schilpp (Philosophy) ---------- $ 4,000
Southern Illinois University, Carbondale
Paul A. Schilpp (Philosophy) ---------- $ 7,000
University of Chicago, Chicago
Dena J. Epstein (History of Music) ---------- $ 4,774
University of Chicago, Chicago
Harrie A. Vanderstappen (History of Art) ---------- $ 12,675
University of Chicago, Chicago
Norman Golb (History) ---------- $ 1,000
University of Illinois, Urbana
Shin T. Kang (Language/History) ---------- $ 10,000

Unaffiliated, Champaign
Peter R. Knights (History/Social Science) ---------- $ 14,846

*Public Programs*

Field Museum of Natural History, Chicago
Robert F. Inger, Man in His Environment ---------- $100,000

Northeastern Illinois State College, Chicago
Stanley M. Newman, Community in Transition: Another View as Seen Through the Camera ---------- $ 20,391

*Planning and Analysis Programs*

The Newberry Library, Chicago
Lawrence W. Towner, Acquisition of 16th Century Materials on English Religious History ---------- $ 19,500

The Public Library Association, Chicago
Gerald Born, Goals of Public Service ---------- $ 24,192

Indiana

*Summer Stipends*

Peter J. Frederick (American History), Wabash College, Crawfordsville
William H. Trapnell (French Literature), Indiana University, Bloomington
Thomas Werge (American Literature), University of Notre Dame, Notre Dame

*Younger Humanist Fellowships*

William B. Cohen (History), Indiana University, Bloomington ---------- $ 9,500
John J. Lyon (Philosophy), University of Notre Dame, Notre Dame ---------- $ 7,500

*Education Programs*

DePaw University, Greencastle
Walter Brown, Syllabus of African Art ---------- $ 2,500

Indiana University Foundation, Bloomington
Dr. Dominique de Lerma, Center for Black Music ---------- $ 36,305

Indiana University Foundation, Bloomington
Dr. Dominique de Lerma, Center for Black Music ---------- $ 45,148

University of Notre Dame, Notre Dame
A. Robert Caponigri, Planning Program in the Humanities ---------- $ 28,000

*Research Programs*

DePauw University, Greencastle
James L. Cooper (History/Sociology) ---------- $ 6,241

Indiana University Foundation, Bloomington
Salih J. Altoma (Literature) ---------- $ 15,713

Indiana University Foundation, Bloomington
Thomas W. Jacobson (Archaeology) ---------- $ 2,608

University of Notre Dame, Notre Dame
Astrick L. Gabriel (History) ---------- $ 1,422

Iowa

*Summer Stipends*

Richard G. Cole (History), Luther College, Decorah
John K. Kuntz (History of Religion), University of Iowa, Iowa City

*Younger Humanist Fellowship*

R. Franklin Terry (Religion/Literature), Morningside College, Sioux City ---------- $ 9,500

*Senior Fellowship*

Donald W. Sutherland (History), University of Iowa, Iowa City ---------- $ 14,285

*Education Programs*

Luther College, Decorah

Dennis Jones, Black American Studies for Junior and Senior High School Teachers $ 30,168

University of Iowa, Iowa City

Robert A. Corrigan, Afro-American Studies: An Interdisciplinary Approach ------ $ 56,264

*Research Program*

Luther College, Decorah

Richard Hanson (Archaeology) ---------- $ 30,000

*State and Community Program*

Iowa Committee for Public Programs in the Humanities, Iowa City

Robert F. Ray, Development of a State-Wide Program of Informal Adult Education in the Humanities ---------- $ 10,000

Kansas

*Summer Stipends*

Frank S. Kastor (Literature/Philosophy of Religion), Wichita State University, Wichita

Rex Martin (Philosophy), University of Kansas, Lawrence

*Younger Humanist Fellowship*

Theodore A. Wilson (American History), University of Kansas, Lawrence ---------- $ 7,500

*Public Program*

Kansas Cultural Arts Commission, Inc., Wichita

Maurice Coats, Education Program to Demonstrate the Televising of Dance ------ $ 4,250

Kentucky

*Summer Stipends*

Sister Mary Ellen Doyle (American Literature), Spalding College, Louisville

John H. Ellis (History/Urban Studies), Georgetown College, Georgetown

Robert M. Ireland (American History), University of Kentucky, Lexington

*Younger Humanist Fellowships*

Fred J. Hood (American History), Georgetown College, Georgetown ---------- $ 9,500

Carol S. Hughes (Theater), Alice Lloyd College, Pippa Passes ---------- $ 8,500

William J. Schafer (American Studies), Berea College, Berea ---------- $ 9,500

*Junior College Teacher Fellowship*

Gary J. Heilsberg (Theater), Lees Junior College, Jackson ---------- $ 9,500

*Education Programs*

Alice Lloyd College, Pippa Passes, and Lees Junior College, Jackson

Charles Hayes and Marc Landy, Oral History of Appalachia ---------- $ 15,000

Lees Junior College, Jackson

Hiroshi Okano, Three-Year Curriculum Development Program ---------- $250,000

University of Louisville, Louisville

Hanford D. Stafford, The Southeastern Institute for Black Studies ---------- $ 71,082

*Research Program*

Nichol Museum of Biblical Archaeology, Louisville

Joseph Callaway (Archaeology) ---------- $ 4,520

*Public Program*

Western Kentucky University, Bowling Green

Kenneth W. Clarke, Production of a Series of Films on the Humanities in Kentucky $ 34,969

Louisiana

*Education Programs*

Louisiana State University, Baton Rouge

James J. Bolner, Program to Teach Law as a Humanity ---------- $ 25,103

Louisiana State University, Baton Rouge

T. Harry Williams, Institute of Southern History and Culture ---------- $ 92,250

Maine

*Education Program*

Tribe, Inc., Princeton

Barry Nicholas, Teaching and Research in Bi-cultural Education ---------- $103,366

*State and Community Program*

Maine State Commission on the Arts and Humanities, Portland

Leonard M. Nelson, State-Wide Program of Informal Adult Education in the Humanities ---------- $100,000

Maryland

*Younger Humanist Fellowship*

Marlene J. Mayo (History), University of Maryland, College Park ---------- $ 9,500

*Senior Fellowships*

David H. Donald (American History), Johns Hopkins University, Baltimore ---------- $ 15,500

Phoebe B. Stanton (Architecture), Johns Hopkins University, Baltimore ---------- $ 15,500

*Fellowships—Faculty Development*

Bowie State College, Bowie

Amos White, IV ---------- $ 9,900

Morgan State College, Baltimore

Ruthe T. Sheffey ---------- $ 10,000

*Fellowships—Selected Fields*

Johns Hopkins University, Baltimore

David Donald and Walter Fisher

Three Fellowships in Afro-American Historical, Cultural and Social Studies ---------- $ 28,500

The three individual recipients are:

Jane H. Holloway, Morgan State College, Baltimore, Maryland

Peter Kolchin, University of Wisconsin, Madison, Wisconsin

Philip R. Muller, University of North Carolina, Chapel Hill, North Carolina

*Education Programs*

Hagerstown Junior College, Hagerstown

Allan Powell, Synthesizing Humanities and Social Science Content to Meet the Challenges of Human Existence ---------- $ 14,488

Morgan State College, Baltimore

Nick A. Ford, Evaluative Study of Black Studies in Representative Colleges and Universities ---------- $ 10,235

Morgan State College, Baltimore
Nick A. Ford, Evaluative Study of Black Studies in Representative Colleges and Universities ---------- $ 20,585

*Research Programs*

Johns Hopkins University, Baltimore
Hugh D. Graham (History) ---------- $ 6,000

University of Maryland, College Park
Louis R. Harlan (History) ---------- $ 13,629

*Public Program*

Johns Hopkins University and the Baltimore Museum of Art, Baltimore
Phoebe Stanton and Penelope Mayo
Museum Fellowship Program ---------- $ 10,800

*State and Community Program*

University of Maryland, College Park
Clifford P. Campbell, Off-Campus Community-University Days ---------- $ 8,572

Massachusetts

*Summer Stipends*

Ross H. Dabney (Literature), Mount Holyoke College, South Hadley
Fred M. Leventhal (History), Boston University, Boston
Geoffrey H. Movius (American Literature), Tufts University, Medford
Susan S. Staves (English), Brandeis University, Waltham
Laszlo M. Tikos (Russian Literature), University of Massachusetts, Amherst
Richard W. Wallace (Art), Wellesley College, Wellesley

*Younger Humanist Fellowships*

Peter Berek (Literature), Williams College, Williamstown ---------- $ 9,500
Anne S. Kimball (French), Mount Holyoke College, South Hadley ---------- $ 7,320
Roger Rosenblatt (American Literature), Harvard University, Cambridge ---------- $ 9,500

*Senior Fellowships*

Charles R. Beye (Classical Languages), Boston University, Boston ---------- $ 15,500
Sanford J. Fox (Jurisprudence), Boston College Law School, Chestnut Hill ---------- $ 11,750
Paul F. Norton (Architecture), University of Massachusetts, Amherst ---------- $ 15,500
Benjamin L. Reid (Literature), Mount Holyoke College, South Hadley ---------- $ 15,500
Frank A. Trapp (Art), Amherst College, Amherst ---------- $ 15,500
Laurence W. Wylie (Performing Arts/French), Harvard University, Cambridge ---------- $ 15,500

*Fellowships—Selected Fields*

Harvard University, Cambridge
Frank B. Friedel, Three Fellowships in Afro-American Historical, Cultural and Social Studies ---------- $ 28,500
The three individual recipients are:
John W. Boettjer, Virginia Military Institute, Lexington, Virginia
Kathleen A. Brooks, Jefferson High School, Portland, Oregon
Adrian Weiss, University of South Dakota, Vermillion, South Dakota

*Education Programs*

Boston University, Boston
John P. Wilson, Genetic Quality Control:

Ethical and Legal Implications of Advances in Genetic Technology ---------- $ 24,840

Education Development Center, Newton

Barbara Bolling, Spanish Education Development Center ---------- $ 40,000

Hampshire College, Amherst

Robert S. Taylor, Development of Methods of Orienting the Library to the User --- $ 50,000

Massachusetts Institute of Technology, Cambridge

Michael S. Baram, Law and the Social Control of Technology ---------- $ 28,314

Northeastern University, Boston

Carl Atkins and Cliff Janey

Innovative Video Program for Teaching the Progressive Relationship in the Arts $ 1,000

*Research Programs*

Boston University, Boston

John B. Armstrong (History/Literature/Sociology) ---------- $ 6,000

Brandeis University, Waltham

Karl Reisman (Language) ---------- $ 12,650

Clark University, Worcester

James F. Beard (History) ---------- $ 14,935

Clark University, Worcester

George A. Billias (History) ---------- $ 16,713

Harvard University, Cambridge

Oleg Grabar (Archaeology) ---------- $ 9,167

Harvard University, Cambridge

George M.A. Hanfmann (Archaeology) ---------- $ 52,000

Harvard University, Cambridge

Stephen Williams (Archaeology) ---------- $ 20,417

Massachusetts Institute of Technology, Cambridge

Arthur Steinberg and Heather Lechtman (History of Science) ---------- $ 16,000

Smith College, Northampton

Jacqueline Van Voris (History) ---------- $ 9,257

Williams College, Williamstown

Benjamin W. Labaree (History) ---------- $ 11,996

Unaffiliated, Boston

Henry K. Beecher (History of Medicine) ---------- $ 50,200

*Public Program*

WGBH Educational Foundation, Boston

William Lillys and Michael Rice, Production of Twelve Half-Hour Color Television Programs (Relating Works of Visual Art to Other Aspects of Human Experience and Surroundings) ---------- $ 60,000

*Planning and Analysis Program*

Brandeis University, Waltham

John P. Spiegel, Reading List on Violence and Human Relations ---------- $ 1,250

Michigan

*Summer Stipends*

Allen S. Ehrlich (Political Science/Economics), Eastern Michigan University, Ypsilanti

Thomas R. Trautmann (History), University of Michigan, Ann Arbor

*Younger Humanist Fellowships*

John Barnard (History), Oakland University, Rochester ---------- $ 7,500
John A. Creviere (French), Hope College, Holland ---------- $ 9,500
Stanley J. Chojnacki (History), Michigan State University, East Lansing ---------- $ 9,500
William B. Hauser (History), University of Michigan, Ann Arbor ---------- $ 9,500
George M. Marsden (American History), Calvin College, Grand Rapids ---------- $ 9,500

*Senior Fellowships*

Richard B. Brandt (Philosophy), University of Michigan, Ann Arbor ---------- $ 15,500
Albert Feuerwerker (Chinese History), University of Michigan, Ann Arbor ---------- $ 15,500
George E. Mendenhall (Ancient Near Eastern History), University of Michigan, Ann Arbor ---------- $ 9,250

*Junior College Teacher Fellowship*

Gerald J. Hankus (Sociology), Macomb County Community College, Warren ---------- $ 9,500

*Education Programs*

Albion College, Albion
Albert A. Anderson, Humanities, Society, and Human Resources ---------- $ 30,000
Eastern Michigan University, Ypsilanti
Harold E. Sponberg, College Library Program ---------- $ 50,000
University of Michigan, Ann Arbor
Richard E. Young, Evaluation of a Discovery Procedure in Rhetoric Courses ---------- $ 38,560

*Research Programs*

University of Michigan, Ann Arbor
Russell A. Fraser (Linguistics) ---------- $ 30,000
University of Michigan, Ann Arbor
Howard H. Peckham (History) ---------- $ 5,000
University of Michigan, Ann Arbor
William P. Malm (Music) ---------- $ 8,170
Wayne State University, Detroit
Patricia Hernlund (History) ---------- $ 6,275

*Public Programs*

University of Michigan, Ann Arbor, and the Henry Ford Museum, Dearborn
Charles H. Sawyer, Museum Training Program ---------- $ 10,800
Wayne State University and Detroit Institute of Arts, Detroit
Alfonz Lengyel, Museum Training Program ---------- $ 16,200

Minnesota

*Summer Stipends*

Gary H. Iseminger (Philosophy), Carleton College, Northfield
Susan E.A. Toth (Literature), Macalester College, Saint Paul

*Younger Humanist Fellowships*

Hugh M. Curtler (Philosophy/Jurisprudence), Southwest Minnesota State College, Marshall ---------- $ 9,500
Sister Mary A. Muellerleile (English), College of St. Catherine, Saint Paul ---------- $ 8,500
David A. Stipfle (Philosophy), Carlton College, Northfield ---------- $ 9,500



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*Education Programs*

Afro-American Music Opportunities Association, Minneapolis
Ernest F. Dyson, Afro-American Music Project ---------- $ 35,000

University of Minnesota, Minneapolis
Gilles L. Delisle, Learning Southwest Chippewa: A Pedagogical Grammar ------- $ 2,880

University of Minnesota, Minneapolis
Alfredo Gonzales, Mexican-American Studies Institute ---------- $ 9,127

*Research Programs*

St. John's University, Collegeville
Julian G. Plante (History) ---------- $ 58,658

University of Minnesota, Minneapolis
William A. McDonald (Archaeology) ---------- $ 21,328

Macalester College, St. Paul
William A. McDonald (Archaeology) ---------- $ 27,146

*Public Program*

University of Minnesota, Minneapolis
Marion J. Nelson, Museum Fellowship Program ---------- $ 10,800

Mississippi

*Senior Fellowship*

Margaret Alexander (American Literature), Jackson State College, Jackson ---------- $ 15,500

*Fellowships—Faculty Development*

Alcorn A&M College, Lorman
Joyce J. Bolden ---------- $ 9,932

*Education Programs*

Jackson State College, Jackson
Margaret W. Alexander, National Evaluative Conference in Black Studies ---------- $ 10,000

Mary Holmes Junior College, West Point
Richard Tucker, Oral History Program ---------- $ 4,481

Missouri

*Summer Stipends*

Charles P. Korr (History), University of Missouri, St. Louis.
Daniel B. Shea (American Literature), Washington University, St. Louis
William M. Wiecek (American History), University of Missouri, Columbia

*Younger Humanist Fellowships*

J. Donald Crowley (American Literature), University of Missouri, Columbia ---------- $ 7,500
Steven W. Rowan (History), University of Missouri, St. Louis ---------- $ 7,500

*Junior College Teacher Fellowship*

Penelope B. Carroll (Film and the Humanities), Columbia College, Columbia ---------- $ 7,500

*Education Program*

Citizenship Education Clearing House, St. Louis
Mildred E. Bastian, CECH History Participation Project ---------- $ 23,940

*Research Program*

Westminster College, Fulton
Russell M. Jones (Library Science) ---------- $ 1,955

*Public Program*

Craft Alliance, St. Louis

Mary C. Lawless, The Craft Alliance Lectures on the Interaction of Crafts and Society ---------- $ 7,000

*State and Community Program*

Missouri State Committee for the Humanities, St. Louis

Robert G. Walrond, State-Wide Program of Informal Adult Education in the Humanities ---------- $100,000

Montana

*Summer Stipend*

Thomas P. Huff (Philosophy), University of Montana, Missoula

*Younger Humanist Fellowship*

George M. Curtis, III (American History), Montana State University, Bozeman ----- $ 9,500

*Education Program*

University of Montana, Missoula

Bruce Barton, Master of Arts Degree in American Indian Art for American Indians ---------- $ 25,000

*Research Program*

University of Montana, Missoula

Donald C. Miller (History) ---------- $ 6,328

Nebraska

*Summer Stipends*

Linda L. Fowler (History), University of Nebraska, Lincoln

Evelyn H. Haller (Art), Doane College, Crete

Jerry H. Hoffman (History), Creighton University, Omaha

*Younger Humanist Fellowship*

Joseph W. Meeker (Literature/Philosophy/Ecology), Hiram Scott College, Scottsbluff ---------- $ 9,500

Nevada

*Education Programs*

University of Nevada, Las Vegas

Claude N. Warren, Education and Archaeology: A Summer Field School -------- $ 23,356

University of Nevada, Reno

William T. Scott, Interdisciplinary Seminars in the Philosophy of Inquiry -------- $ 13,900

New Hampshire

*Younger Humanist Fellowships*

J.C. Douglas Marshall (Medieval Latin Literature), Dartmouth College, Hanover ---- $ 9,500

John O. Voll (History of Religion), University of New Hampshire, Durham ------- $ 8,200

*Junior College Teacher Fellowship*

Wesley C. McNair (American Literature), Colby Junior College, New London ------ $ 9,500

*Education Program*

University of New Hampshire, Durham

Roland B. Kimball, Development of Humanities Programs in American Schools in Europe ---------- $ 8,650

*Research Programs*

Dartmouth College, Hanover

Stephen V.F. Waite (Linguistics) ---------- $ 9,900

Dartmouth College, Hanover

Charles M. Wiltse (History) ---------- $ 30,270

New Jersey

*Summer Stipend*

Frederick H. Russell (History), Rutgers University, New Brunswick

*Younger Humanist Fellowships*

Alice C. Crozier (American Literature), Rutgers University, New Brunswick ------- $ 9,500

Jerry L. Norman (Linguistics), Princeton University, Princeton ---------- $ 7,500

*Senior Fellowship*

Marius B. Jansen (Japanese History), Princeton University, Princeton ---------- $ 8,000

*Education Program*

Mercer County Community College, Trenton, and Princeton University, Princeton

David P. Billington and Norman J. Sollenberger—Princeton University

Irving Engleson, Daumants Hazners and Donald L. Suppers—Mercer County Community College

A Joint Educational Program Between a University and a Community College ----- $126,150

*Research Programs*

Institute for Advanced Study, Princeton

S.D. Goitein (History) ---------- $ 32,042

Princeton University, Princeton

Irving Zaretsky and Mark Leone (Religion) ---------- $ 2,432

Unaffiliated, Princeton

Jeanette Mirsky (Archaeology/Literature) ---------- $ 1,419

*Planning and Analysis Programs*

Rutgers University, New Brunswick

Ralph Blasingame, Study of Adult Public Library Users in the Bedford-Stuyvesant Community ---------- $ 5,400

Unaffiliated, Merald D. Keys, Kendall Park

Study of the Options Available in Public Education ---------- $ 10,000

New Mexico

*Younger Humanist Fellowship*

Charlene A. McDermott (Philosophy), University of New Mexico, Albuquerque ---- $ 9,500

*Education Program*

St. John's College, Santa Fe

Robert Neidorf, Development and Extension of Graduate Liberal Education to Secondary School Teachers in Metropolitan Inner-City Schools ---------- $ 86,530

*Research Programs*

Eastern New Mexico University, Portales

Cynthia Irwin-Williams (Archaeology) ---------- $ 14,917

Eastern New Mexico University, Portales

Cynthia Irwin-Williams (Archaeology) ---------- $ 796

*Planning and Analysis Program*

University of New Mexico, Albuquerque

George P. Springer, Publication of "Toward the Year 2000: Visions of Higher Education" ---------- $ 1,440

New York

*Summer Stipends*

Douglas Alexander II (French), State University of New York, Albany

Wilbur T. Albrecht (Literature), Colgate University, Hamilton

Hubert F. Babinski (Philosophy/Comparative Literature), Columbia University, New York

Richard M. Dalfiume (American History), State University of New York, Binghamton

William E. Hettrick (Music), Hofstra University, Hempstead

Maryanne C. Horowitz (History), Cornell University, Ithaca

Diane M. Kelder (Theater), Finch College, New York

Patrick J. Kelly (History), Adelphi University, Garden City

Paul O. LeClerc (French), Union College, Schenectady

Barbara S. Miller (Indian Languages and Literature), Barnard College, Columbia University, New York

Howard M. Solomon (History), New York University, New York

*Younger Humanist Fellowships*

Martha Bohachevsky-Chomiak (History), Manhattanville College, Purchase ---------- $ 9,500

Bruce M. Cole (Art), University of Rochester, Rochester ---------- $ 7,500

Carol A. George (American History), State University of New York, Oswego ---------- $ 9,500

Carol S. Gruber (American History), Stern College of Yeshiva University, New York $ 9,500

Charles F. Holmes (History), Union College, Schenectady ---------- $ 9,500

Stanley K. Jernow (Relation of Science to Art), General Electric Company, Schenectady ---------- $ 7,500

David Rosand (Art), Columbia University, New York ---------- $ 9,500

Robert A. Schultz (Philosophy), Cornell University, Ithaca ---------- $ 9,500

Penelope M. Scull (Art), New York University, New York ---------- $ 7,500

Stephen S. Webb (American History), Syracuse University, Syracuse ---------- $ 9,500

*Senior Fellowships*

H. Harvard Arnason (Art), No Academic Affiliation, New York ---------- $ 15,500

Robert P. Austerlitz (Linguistics), Columbia University, New York ---------- $ 14,000

Seth Benardete (Classical Philosophy), New York University, New York ---------- $ 15,500

Anthony Caputi (Theater), Cornell University, Ithaca ---------- $ 15,500

Robert D. Cumming (Philosophy), Columbia University, New York ---------- $ 15,500

Blanche H. Gelfant (American Literature), State University of New York, Upstate Medical Center, Syracuse ---------- $ 15,500

Paul Guinn (History), State University of New York, Buffalo ---------- $ 15,500

Georg G. Iggers (History), State University of New York, Buffalo ---------- $ 15,500

Gita May (French), Columbia University, New York ---------- $ 15,500

Isaac Rabinowitz (Ancient Languages/Semitic), Cornell University, Ithaca ---------- $ 15,500

*Junior College Teacher Fellowships*

Donald J. Calista (Intercultural and Interdisciplinary Studies), Bennett College, Millbrook ---------- $ 9,500

Rochelle Weinstein (Art), Manhattan Community College, New York ---------- $ 9,500
Robert R. Whiteley (Philosophy), Suffolk Community College, Selden ---------- $ 9,500

*Special Fellowship*

Margarete Bieber (Art/Archaeology), Columbia University (Retired), New York --- $ 10,000

*Education Programs*

Cazenovia College, Cazenovia
Lionel R. Sharp, Perspectives on Black Literature ---------- $ 21,262

Columbia University, New York
James Walsh and Matthew Lipman, Teaching Reasoning to Fifth Graders ------- $ 24,977

Cornell University, Ithaca
Donald K. Freebairn, Quechua Language Training Program ---------- $ 8,800

Eisenhower College, Seneca Falls
Bramwell Fletcher, Script for Project "Operation Gadfly" ---------- $ 4,188

Fiorello H. LaGuardia Community College (CUNY), Queens
Janet Lieberman, Faculty Workshop to Develop and Evaluate Interdisciplinary Urban Curriculum Materials ---------- $ 43,800

John Jay College of Criminal Justice, CUNY, New York
Arthur S. Pfeffer, Experimental Curriculum in the Humanities ---------- $ 28,167

Manhattanville College, Purchase
Nell Eurich, Curriculum Development Program ---------- $700,000

Marymount College, Tarrytown
Ronald B. Thomas, MMCP College Music Curriculum Development Program ----- $137,844

Marymount College, Tarrytown
Roger Panetta, Innovative Workshop Project ---------- $ 25,660

Research Foundation of CUNY, New York
Barbara Jackson, Archaeological Study of the Early Bedford-Stuyvesant Community $ 35,994

Vassar College, Poughkeepsie
Stephen Rousseas, Man and the Human Community ---------- $ 48,942

YIVO Center for Advanced Jewish Studies, New York
Nathan Reich and Oscar Janowsky
Development and Utilization of the Potential of the Center for Advanced Jewish Studies ---------- $ 84,117

*Research Programs*

Associated Universities, Inc., Upton
Jacqueline S. Olin (Archaeology) ---------- $ 200

Bar Ilan University, New York
Aaron M. Schreiber (History of Religion) ---------- $ 26,136

Columbia University, New York
David J. Rothman (History/Sociology) ---------- $ 16,902

Columbia University, New York
Richard B. Morris (History) ---------- $ 36,980

Columbia University, New York
Ehsan Yar-Shater (Linguistics) ---------- $ 9,910

Columbia University, New York
Allen H. Barton (Social Sciences) ---------- $ 14,984



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Fordham University, Bronx
Joseph F. O'Callaghan (Spanish History) ---------- $ 2,750

Fordham University, Bronx
John A. Carpenter (History) ---------- $ 1,432

Ithaca College, Ithaca
Patricia Hickin (History) ---------- $ 5,059

Leo Baeck Institute, Inc., New York
Fred Grubel (History) ---------- $ 8,000

MacDowell Colony, Inc., New York
Conrad S. Sponholz (Interdisciplinary) ---------- $ 27,994

Procedural Aspects of International Law Institute, New York
Richard B. Lillich (Jurisprudence) ---------- $ 23,132

Research Foundation of CUNY, New York
Robert A. East (History) ---------- $ 4,000

Research Foundation of CUNY, New York
E. James Ferguson (History) ---------- $ 25,627

Research Foundation of CUNY, City College, New York
Nathan Susskind (Linguistics/Language) ---------- $ 20,000

Research Foundation of SUNY, Albany
June E. Hahner (History) ---------- $ 12,083

Research Foundation of SUNY, Albany
Vincent J. Bruno (Archaeology) ---------- $ 4,000

Research Foundation of SUNY, Stony Brook
Kurt Lang (Social Sciences) ---------- $ 15,000

YIVO Center for Advanced Jewish Studies, New York
Joshua A. Fishman (History) ---------- $ 15,000

YIVO Institute for Jewish Research, New York
E. Lifshultz and Z. Szajkowski (History) ---------- $ 28,788

Unaffiliated, New York
Richard H. Kohn (History) ---------- $ 8,804

Unaffiliated, New York
Hester O'Neill (History) ---------- $ 2,000

Unaffiliated, New York
I.L. Salomon (Literature) ---------- $ 10,000

Unaffiliated, Brooklyn Heights
Louis Sheaffer (Literature) ---------- $ 8,405

*Public Programs*

Columbia University, New York
Alan Lomax and Conrad Arensberg, America's Four Great Cultural Traditions—A Filmed History ---------- $ 79,000

Museum of the City of New York, New York
John Chandler, East Harlem History Project ---------- $ 42,210

State University College at Oneonta, Oneonta
Louis C. Jones, Museum Fellowship Program at Cooperstown ---------- $ 32,400

*Planning and Analysis Program*
Cornell University, Ithaca
Burnham Kelly, Survey of Federal Resources Available for Research in Architecture and Environmental Design ---------- $ 9,600

North Carolina
*Summer Stipends*
Sydney H. Nathans (American History), Duke University, Durham
Richard C. Prust (Philosophy), St. Andrews College, Laurinburg
*Younger Humanist Fellowships*
Laurence G. Avery (Literature), University of North Carolina, Chapel Hill ---------- $ 9,500
John Clubbe (English), Duke University, Durham ---------- $ 9,500
Malcolm C. Doubles (Classical Languages/Hebrew), St. Andrews College, Laurinburg $ 9,500
Lynn M. Igloe (Art), North Carolina Central University, Durham ---------- $ 9,500
*Senior Fellowship*
Richard Bardolph (History), University of North Carolina, Greensboro ---------- $ 15,500
*Junior College Teacher Fellowship*
Ann E. Reynolds (English/Comparative Literature/History), Peace College, Raleigh _ $ 9,500
*Fellowships—Faculty Development*
Bennett College, Greensboro
Helen R. Trobian ---------- $ 5,441
Elizabeth City State University, Elizabeth City
N.S. Dhillon ---------- $ 6,000
*Education Program*
Bennett College, Greensboro
Helen R. Trobian, Experimental Program in Humanities Education ---------- $219,042
*Research Programs*
East Carolina University, Greenville
Robert J. Gowen (History) ---------- $ 7,296
Moravian Music Foundation, Winston-Salem
Ewald Nolte (Music) ---------- $ 7,000
University of North Carolina, Chapel Hill
George Kennedy (Classical Studies) ---------- $ 9,910
Unaffiliated, Raleigh
Thornton W. Mitchell (Literature) ---------- $ 1,393
*State and Community Program*
North Carolina Committee for Continuing Education, Chapel Hill
George E. Bair, Development of a State-Wide Program of Informal Adult Education in the Humanities ---------- $ 9,925

North Dakota
*Summer Stipend*
Jerome D. Tweton (History/Sociology), University of North Dakota, Grand Forks
*Younger Humanist Fellowship*
Richard E. Berlinger (American History), University of North Dakota, Grand Forks --- $ 9,500

*Education Programs*

Tri-College University Consortium, Fargo

Albert Anderson, Support of Humanities Planning ---------- $ 30,350

University of North Dakota, Grand Forks

Glenn H. Smith, Doctor of Arts in Teaching Internship Program ---------- $ 29,514

*Research Programs*

Annunciation Priory, Bismarck

Sister Mary Ione Hilger (History/Literature) ---------- $ 10,000

University of North Dakota, Grand Forks

Demetrius Georgacas (Language/Linguistics) ---------- $ 10,000

Ohio

*Summer Stipends*

Glenn R. Bucher (Religion/Social Ethics), College of Wooster, Wooster

James G. Taaffe (Literature), Case Western Reserve University, Cleveland

Sandra K. Wertis (Classical Languages), No Academic Affiliation, Oberlin

*Younger Humanist Fellowship*

James R. Kincaid (English), Ohio State University, Columbus ---------- $ 7,500

*Senior Fellowship*

Edgar M. Branch (American Literature), Miami University, Oxford ---------- $ 15,500

*Fellowships—Faculty Development*

Central State University, Wilberforce

Kenneth W. Simon, Development of Materials for a New Form of the Introductory Philosophy Course ---------- $ 4,526

*Education Programs*

Baldwin-Wallace College, Berea

Neille Shoemaker, Evaluation and Revision of the Humanities Program at Baldwin-Wallace College ---------- $ 29,900

Case Western Reserve University, Cleveland

Robert Ornstein, Pilot Project in Educational Films ---------- $ 87,622

Hiram College, Hiram

Robert MacDowell, Hiram College Curriculum Project ---------- $ 25,000

Ohio State University, Columbus

Vincent Cleary, Columbus Latin Reader—Publication and Implementation in the Schools ---------- $ 587

Wilberforce University, Wilberforce

Robert M. Jones, Support for the Planning of a New First-Year Program at Wilberforce University ---------- $ 30,000

Wilmington College, Wilmington

Sterling P. Olmstead, Development of an Experimental Curriculum Program in the Humanities for Freshman Students ---------- $227,731

*Research Programs*

Oberlin College, Oberlin

Michael Katzev (Archaeology) ---------- $ 24,197

Ohio State University Research Foundation, Columbus

Hortense Thornton (Literature) ---------- $ 14,999

Western Reserve Historical Society, Cleveland

David S. Brose (History) ---------- $ 14,265

*Public Program*

Cincinnati Historical Society, Cincinnati

Carolyn B. Leamont, 1971 Historymobile Project ---------- $ 3,000

*Planning and Analysis Program*

University of Toledo, Toledo

Charles N. Glaab, The City in History Reading List ---------- $ 925

Oklahoma

*Younger Humanist Fellowship*

Robert A. Nye (History), University of Oklahoma, Norman ---------- $ 7,500

*Junior College Teacher Fellowship*

Nancy L. Mack (Linguistics), Bacone College, Bacone ---------- $ 8,500

*Public Program*

Tulsa City-County Library System, Tulsa

Allie Beth Martin, The Role of Ethnic Groups in the Founding and Building of the United States With Emphasis on Tulsa and Oklahoma ---------- $ 49,800

*State and Community Program*

Oklahoma Arts & Humanities Council, Oklahoma City

Donald W. Dillon, State-Wide Program of Informal Adult Education in the Humanities ---------- $100,000

Oregon

*Summer Stipends*

Max I. Apple (Comparative Literature), Reed College, Portland

Stephen T. Jolin (Philosophy), University of Portland, Portland

Stephen C. Reynolds (Music), University of Oregon, Eugene

*Education Program*

Lane Community College, Eugene

Gerald Rasmussen and Marilyn Waniek

Innovation in the Organization and Teaching of Afro-American Studies ---------- $ 10,000

*Research Programs*

Oregon State University, Corvallis

Richard B. Astro (Literature) ---------- $ 10,116

Oregon State University, Corvallis

John A. Dunn (Language/History) ---------- $ 7,067

University of Oregon, Eugene

Christof Wegelin (History/Literature) ---------- $ 15,000

*State and Community Program*

Joint Committee for the Humanities in Oregon, Portland

Thomas Vaughan, State-Wide Program of Informal Adult Education in the Humanities ---------- $100,000

Pennsylvania

*Summer Stipends*

Robert J. Gangewere (American Literature and Language), Carnegie-Mellon University, Pittsburgh

Daniel J. Gillis (Classical History), Haverford College, Haverford

Leon H. Hicks (Art), Lehigh University, Bethlehem

Nanerl O. Koehane (Political Science/Philosophy), Swarthmore College, Swarthmore
Arthur S. Marks (Art), Bryn Mawr College, Bryn Mawr
John F. Marszalek, Jr. (American History), Gannon College, Erie

*Younger Humanist Fellowships*

John B. Balaban (Comparative Literature), Pennsylvania State University, University Park ---------- $ 9,500
Walter S. Glazer (American History), University of Pittsburgh, Pittsburgh ---------- $ 9,500
Eric G. Hansen (Political Science), Haverford College, Haverford ---------- $ 7,500
Eugene D. Levy (American History), Carnegie-Mellon University, Pittsburgh ---------- $ 9,500
Philip Metzidakis (Spanish), Swarthmore College, Swarthmore ---------- $ 9,500

*Senior Fellowship*

Michael H. Jameson (Classical History/Archaeology), University of Pennsylvania, Philadelphia ---------- $ 15,500

*Fellowships—Faculty Development*

Lincoln University, Lincoln University
Herman R. Branson, Program to Improve the Teaching of Humanities and Humanistic Social Sciences at Lincoln University ---------- $ 10,000

*Education Programs*

Lehigh University, Bethlehem
Richard J. Redd, Art, Technology and Environmental Sculpture ---------- $ 2,000
Pennsylvania State University, University Park
E.A. Vastyan, Development Program for the Department of Humanities at the College of Medicine ---------- $258,221
School District of Philadelphia, Philadelphia
Eleanor L. Sandstrom, Our Classical Heritage—Phase II ---------- $ 40,000

*Research Programs*

Carnegie-Mellon University, Pittsburgh
David C. Humphrey (History) ---------- $ 9,611
Dickinson College, Carlisle
Clarke W. Garrett (History of Religion) ---------- $ 1,599
Drexel Institute of Technology, Philadelphia
Walter M. Merrill (History) ---------- $ 16,999
Dropsie University, Philadelphia
Abraham Katsh (History) ---------- $ 5,000
Swarthmore College, Swarthmore
John W. Williams (History) ---------- $ 15,000
Temple University, Philadelphia
John A. Hostetler (History of Religion) ---------- $ 14,549
University of Pennsylvania, Philadelphia
Gabriele Gutkind (History) ---------- $ 12,850
University of Pennsylvania, Philadelphia
S.D. Goitein (History) ---------- $ 4,000
Unaffiliated, Rosemont
Ann H. van Buren (History/Literature) ---------- $ 8,700

Rhode Island

*Summer Stipend*

Dirk Bach (Art), Rhode Island School of Design, Providence

*Younger Humanist Fellowship*

Arnold L. Weinstein (Comparative Literature), Brown University, Providence ------ $ 9,500

*Senior Fellowship*

Thomas R. Adams (American History), Brown University, Providence ---------- $ 15,500

*Public Program*

Rhode Island Historical Society, Providence

Albert T. Klyberg, Rhode Island Film Archive Project ---------- $ 10,000

South Carolina

*Summer Stipend*

Thomas J. Reeves (Social Ethics), Converse College, Spartanburg

*Junior College Teacher Fellowship*

Edward R. Minus (Linguistics), Spartanburg Junior College, Spartanburg --------- $ 9,500

*Fellowships—Faculty Development*

South Carolina State College, Orangeburg

A.M. Sharpe, Faculty Development Institute in Afro-French Literature ---------- $ 6,000

Benedict College, Columbia

Louis W. Bone, Faculty Development Program ---------- $ 9,500

*Education Programs*

Triangle Association of Colleges, Columbia

Walter E. Brown, Jr., Revision of the Humanities Curriculum of the Triangle Association of Colleges ---------- $ 27,022

Wofford College, Spartanburg

James R. Gross, Planning Grant ---------- $ 29,000

*Research Program*

Clemson University, Clemson

Robert S. Lambert (History) ---------- $ 7,855

South Dakota

*Summer Stipends*

James F. Engel (History/Political Science), University of South Dakota, Vermillion

Arthur R. Huseboe (Literature), Augustana College, Sioux Falls

Paul E. Jackson (Literature), South Dakota State University, Brookings

*State and Community Program*

South Dakota Committee on the Humanities, Brookings

Jack W. Marken, Development of a State-Wide Program of Informal Adult Education in the Humanities ---------- $ 10,000

Tennessee

*Summer Stipend*

Thomas H. Keahey (Music), Austin Peay State University, Clarksville

*Younger Humanist Fellowship*

Fuad N. Bahou (Art History), Knoxville College, Knoxville ---------- $ 9,500



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*Junior College Teacher Fellowship*

James A. Sutton, Jr. (Social Science), Chattanooga State Technical Institute, Chattanooga ---------- $ 9,500

*Education Program*

University of Tennessee, Chattanooga

Jane W. Harbaugh, Project in Experimental Higher Education ---------- $ 30,000

*Research Programs*

Memphis State University, Memphis

Carl R. Kordig (Sociology) ---------- $ 9,902

Vanderbilt University, Nashville

Walter Harrelson (Religion) ---------- $ 4,006

Vanderbilt University, Nashville

Walter Harrelson (History) ---------- $ 1,420

Texas

*Summer Stipends*

Forrest D. Burt (Literature), Texas A&M University, College Station

Robert S. Dupree (Comparative Literature), University of Dallas, Dallas

Archie P. McDonald (History), Stephen F. Austin State University, Nacogdoches

Kenneth W. Staggs (American Literature), Trinity University, San Antonio

Edward F.J. Tucker (Literature/Law), Southern Methodist University, Dallas

*Younger Humanist Fellowships*

Edwin L. Dickens (Political Science), Sam Houston State University, Huntsville ----- $ 7,500

Gerhard C. Gerhardi (French), University of Texas, Austin ---------- $ 9,500

*Senior Fellowship*

Jacob Ornstein (Spanish/Linguistics), University of Texas, El Paso ---------- $ 15,500

*Junior College Teacher Fellowship*

Manuel Urbina, Jr. (American History), College of the Mainland, Texas City ------- $ 9,500

*Fellowships—Faculty Development*

Bishop College, Dallas

Helen E.W. Johnson ---------- $ 9,500

*Fellowships—Selected Fields*

University of Texas, Austin, Americo Paredes

Three Fellowships in Mexican-American Historical, Cultural and Social Studies ---- $ 28,500

The three individual recipients are:

Frederick A. Cervantes, Oregon State University, Corvallis, Oregon

Richard L. Nostrand, University of Massachusetts, Amherst, Massachusetts

Joseph V. Platt, University of Southern California, Los Angeles, California

*Education Programs*

Austin College, Sherman

A.J. Carlson, Freshman-Year Planning Project—Change and the Humanities ------ $ 20,000

Prairie View A&M College, Prairie View

George Ragland, Man and His Institutions ---------- $ 20,000

*Research Programs*

Rice University, Houston

Wilfred S. Dowden (History/Literature) ---------- $ 8,720

University of Texas (Linguistics Center), Austin
W.P. Lehmann (Literature/Linguistics) ---------- $ 14,999

*Public Program*

KLRN-TV, Austin
Frank Duane, Production of a Series of Films on the Ethnic Backgrounds of the People of Texas ---------- $ 9,901

*Planning and Analysis Program*

Dallas Public Library, Dallas
Charity Herring, Investigation of the Effectiveness of a Public Library as a Center for Independent Study ---------- $ 50,000

Utah

*Research Program*

Utah State University, Logan
Austin E. Fife (Folklore) ---------- $ 15,088

Vermont

*Summer Stipends*

Patrick H. Hutton (History), University of Vermont, Burlington
Peter A. Stitt (American Literature), Middlebury College, Middlebury

*Senior Fellowship*

Robert V. Daniels (History), University of Vermont, Burlington ---------- $ 15,500

*Education Program*

University of Vermont, Burlington
Robert Daniels, Development of a New Curriculum Program in the College of Arts and Sciences ---------- $100,000

*Research Program*

Unaffiliated, Johnson
Hayden Carruth, (Literature) ---------- $ 1,580

Virginia

*Summer Stipends*

Gregory T. Armstrong (History of Religion), Sweet Briar College, Sweet Briar
Carl P. Daw, Jr. (Literature), College of William and Mary, Williamsburg
Lloyd C. Halliburton (Literature/Spanish), Virginia Military Institute, Lexington
Erik H.C. Midelfort (Jurisprudence/History), University of Virginia, Charlottesville
Ben H. Smith, Jr. (Film), Mary Baldwin College, Staunton

*Younger Humanist Fellowships*

Lawrence C. Becker (Philosophy), Hollins College, Hollins ---------- $ 9,500
Carter V. Findley (Near Eastern History), No Academic Affiliation, Alexandria ----- $ 9,500
Raymond J. Nelson (American Literature), University of Virginia, Charlottesville --- $ 9,500

*Senior Fellowships*

Eric D. Hirsch (Literature), University of Virginia, Charlottesville ---------- $ 15,500
Viola H. Winner (Literature), University of Virginia, Charlottesville ---------- $ 15,500

*Junior College Teacher Fellowship*

Bruce C. Souders (Art/Music), Shenandoah College, Winchester ---------- $ 7,500

*Education Programs*

University of Virginia, Charlottesville
George H. Reese, Center for Textual and Editorial Studies in Humanistic Sources ___ $ 28,700

Washington and Lee University, Lexington
Morris D. Leach, College Library Program _____ $ 50,000

*Research Programs*

Institute of Early American History and Culture, Williamsburg
Stephen G. Kurtz (History) _____ $ 5,000

University of Virginia, Charlottesville
Marvin L. Colker (History) _____ $ 5,505

University of Virginia, Charlottesville
Dumas Malone (History) _____ $ 23,000

University of Virginia, Charlottesville
Donald Jackson (History) _____ $ 70,600

University of Virginia, Charlottesville
Nehemiah Jordan (Philosophy/Psychology) _____ $ 10,000

Unaffiliated, Falls Church
Edmund A. Bowles (History/Art) _____ $ 4,000

Unaffiliated, McLean
Neill Jamieson, III (Literature) _____ $ 11,280

*Public Programs*

Colonial Williamsburg, Williamsburg, and the National Trust for Historic Preservation, Washington, D.C.
Glenn E. Thompson, Seminar for Historical Administrators _____ $ 7,500

Hampton Association for the Arts and Humanities, Hampton
Joseph L. Benthall, Development of the City of Hampton as shown by Historical Research and Site Excavation _____ $ 50,000

Washington

*Summer Stipend*

Edward H. Kaplan (Chinese History), Western Washington State College, Bellingham

*Younger Humanist Fellowship*

Ronald C. Turner (Linguistics), Whitworth College, Spokane _____ $ 6,500

*Senior Fellowships*

Robert B. Heilman (Drama), University of Washington, Seattle _____ $ 11,750

Paul Serruys (Chinese Languages), University of Washington, Seattle _____ $ 15,500

*Education Program*

University of Washington, Seattle
Robert Grafias and Thomas Ybarra
Institute in Mexican-American Studies Program _____ $ 30,873

*Research Program*

University of Washington, Seattle
Frederick W. Mote (History/Literature) _____ $ 12,000

*Public Program*

State Capitol Museum, Olympia
Dr. Minoru Masuda, Development of a Traveling Exhibit about the History of the Japanese-American in the Pacific Northwest _____ $ 6,666

West Virginia

*Younger Humanist Fellowship*

Philip Pittman (English), Marshall University, Huntington ---------- $ 7,500

Wisconsin

*Summer Stipends*

Robert O. Freedman (Political Science/History), Marquette University, Milwaukee

Robert J. Knowlton (History), Wisconsin State University, Stevens Point

Felicia H. Londre (Theater/Russian), University of Wisconsin-Rock County, Janesville

William W.E. Slights (Literature), University of Wisconsin, Madison

*Younger Humanist Fellowships*

William S. Boardman (Law), Lawrence University, Appleton ---------- $ 4,675

F. Xavier Baron (Medieval European Literature), University of Wisconsin, Milwaukee $ 9,500

Robert H. Boyer (English), St. Norbert College, West De Pere ---------- $ 6,500

Samuel L. Chell (English), Carthage College, Kenosha ---------- $ 7,500

Robert M. Rehder (Persian Literature), University of Wisconsin, Madison ---------- $ 9,500

*Fellowships—Selected Fields*

University of Wisconsin, Madison, Philip D. Curtin

Three Fellowships in Afro-American Historical, Cultural and Social Studies ---------- $ 28,500

The three individual recipients are:

George E. Cunningham, Connecticut College, New London, Connecticut

Clifford A. Hill, University of Wisconsin, Madison, Wisconsin

Maxine L. Nimtz, Indiana University, Bloomington, Indiana

*Education Programs*

University of Wisconsin, Madison

Joseph W. Elder, Contemporary Indian Civilization Films Project ---------- $ 18,070

University of Wisconsin, Madison

Charles E. Higbie, Program in Reporting and Presenting Knowledge of Public Interest in the Social Sciences and the Humanities ---------- $ 41,000

*Research Programs*

Lawrence University, Appleton

Ben E. Schneider (Theater) ---------- $ 50,200

Ripon College, Ripon

Robert V. Hannaford (Philosophy) ---------- $ 4,760

University of Wisconsin, Madison

Frederick G. Cassidy (Linguistics) ---------- $ 29,481

University of Wisconsin, Madison

J. Thomas Shaw (Literature) ---------- $ 2,600

*State and Community Program*

Wisconsin Committee for Public Programs, Madison

James M. Smith, Development of a State-Wide Program of Informal Adult Education in the Humanities ---------- $ 10,000

Wyoming

*Summer Stipend*

Paul E. Hoffman (History), University of Wyoming, Laramie

*Younger Humanist Fellowship*
Richard I. Harper (History), University of Wyoming, Laramie ---------- $ 9,500
*State and Community Program*
Wyoming Interim Committee for the Humanities, Laramie
T.A. Larson, State-Wide Program of Informal Adult Education in the Humanities $ 87,400

Canada
*Younger Humanist Fellowship*
Peter J. Laska (Philosophy), York University, Ontario ---------- $ 9,500
(Mr. Laska is an American citizen teaching in Canada.)

Puerto Rico
*Summer Stipend*
Elena Lugo (Philosophy), Universidad de Puerto Rico, Mayaguez
*Education Program*
Puerto Rico Junior College, Rio Piedras
Juan M. Garcia-Passalacqua, Model Puerto Rican Studies Program ---------- $ 10,000

U.S. Virgin Islands
*Fellowships—Faculty Development*
College of the Virgin Islands, St. Thomas
Michael M. Hench, Faculty Development Project in Language and Literature ------ $ 10,000

National Organizations
*Education Programs*
Association of American Colleges, Washington, D.C.
Claude Welch, Analysis and Interpretation of the Study of Religion in the Undergraduate Curriculum ---------- $ 25,296
Cultural Council Foundation, New York, New York
Edward J. Jeffries, Establishment of a Collection of Traveling Exhibits for the District 12 Children's Museum ---------- $ 33,100
Institute of Society, Ethics and the Life Sciences, Hastings-on-Hudson, New York
Daniel Callahan, Developmental Planning Grant ---------- $ 30,000
Institute of Society, Ethics and the Life Sciences, Hastings-on-Hudson, New York
Daniel Callahan, Developmental Planning Grant ---------- $ 15,000
Phi Beta Kappa, Washington, D.C.
Arleigh D. Richardson, National Humanities Faculty ---------- $284,000
*Research Programs*
American Academy in Rome, Rome, Italy, and New York, New York
Ernest Nash (Archaeology) ---------- $ 9,000
American Academy in Rome, Rome, Italy, and New York, New York
Frank E. Brown (Archaeology) ---------- $ 17,720
American Council of Learned Societies, New York, N.Y.
Frederick Burkhardt (Interdisciplinary) ---------- $ 37,500
American Council of Learned Societies, New York, N.Y.
Thomas Noble (Musicology) ---------- $166,179
American Musicological Society, Philadelphia Chapter, Pennsylvania
Austin Clarkson (Music) ---------- $ 3,000

American Musicological Society, Chapel Hill Chapter, North Carolina
Edward E. Lowinsky (Music) ---------- $ 30,313
Asia Society, New York, New York
Bonnie Crown (Literature) ---------- $ 22,000
Association for Asian Studies, Ann Arbor, Michigan
L. Carrington Goodrich (History) ---------- $ 18,579
Modern Language Association, New York, New York
Matthew J. Bruccoli (Literature) ---------- $200,000
Social Science Research Council, New York, New York
Richard D. Lambert (Social Science/Language) ---------- $ 25,792
Victorian Society in American, New York, New York
Henry-Russell Hitchcock (Architecture) ---------- $ 47,902

*Public Programs*

American Association for State and Local History, Nashville, Tennessee
William T. Alderson, Regional Seminars for Historical Society and Historical Museum Personnel ---------- $ 40,000
American Association for State and Local History, Nashville, Tennessee
William T. Alderson, Regional Conferences to Promote the Humanities Through Historical Organizations ---------- $ 35,480
American Association for State and Local History, Nashville, Tennessee
Robert G. Hartje, American Bicentennial Planning and Technical Assistance for Local Historical Organizations ---------- $ 38,820
American Film Institute, Washington, D.C.
American History Film Design Project ---------- $ 25,000
Educational Broadcasting Corporation (NET), New York, New York
"The Wright Brothers" ---------- $100,000
Educational Broadcasting Corporation (NET), New York, New York
"The Menominee" ---------- $ 30,000
National Gallery of Art, Washington, D.C.
Distribution of "Civilisation" Television Series ---------- $181,056
National Mexican-American Anti-Defamation Committee, Washington, D.C.
Domingo N. Reyes, Chicano History of the Americas—Pilot Film ---------- $ 20,000
Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey
National Humanities Series ---------- $250,000
Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey
National Humanities Series ---------- $253,263

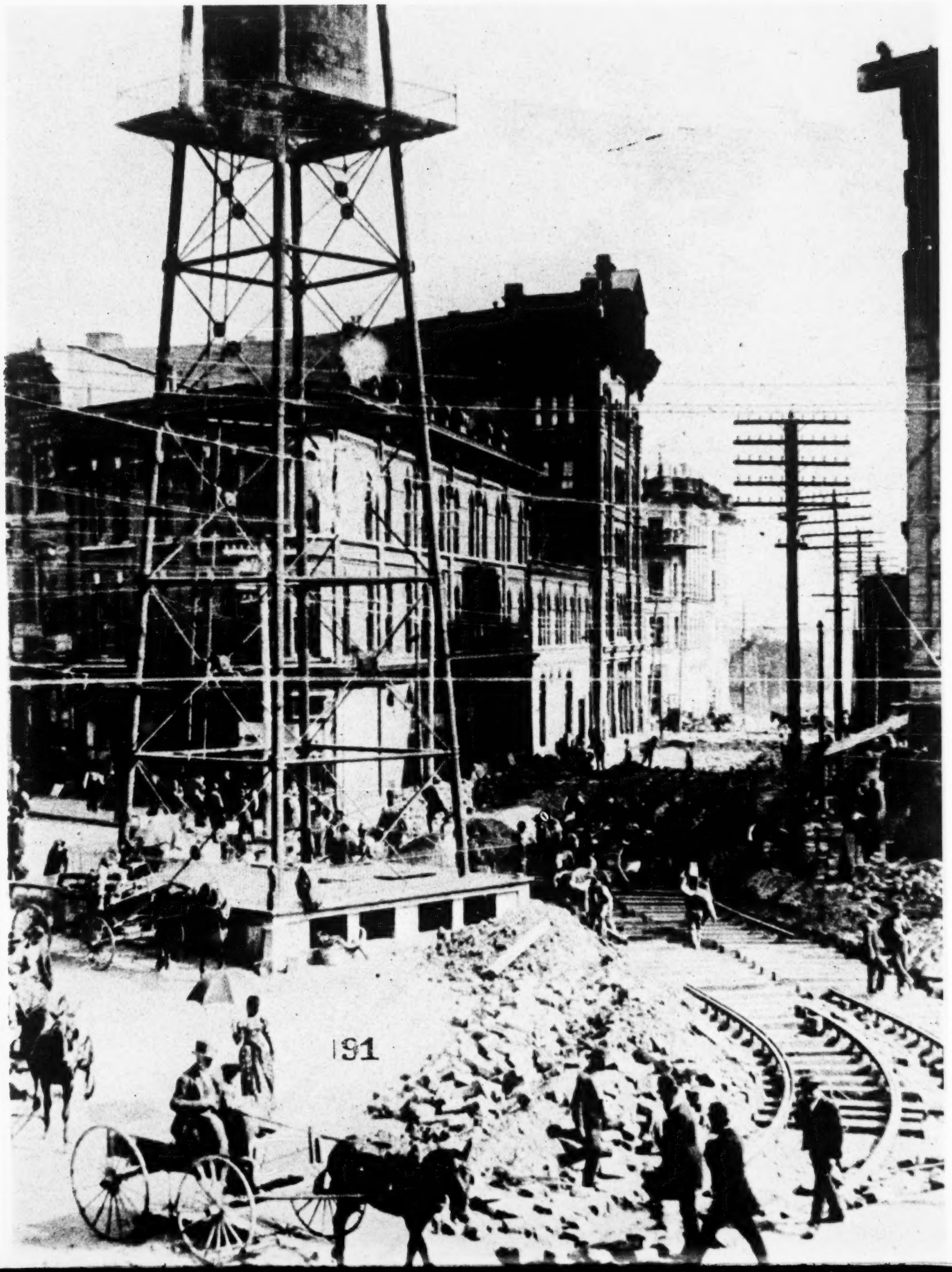
*Planning and Analysis Programs*

American Association of Museums, Washington, D.C.
Eva Matsumoto, Statistical Survey and Analysis of 6700 Museums in the United States ---------- $ 29,306
American Council of Learned Societies, New York, New York
Frederick Burkhardt, Assistance in Defraying Annual Operating Expenses ---------- $100,000
Associated Councils of the Arts, New York, New York
Bette Lord (Transfer of Funds to NEA) ---------- $ 5,000

The Conference Board, Inc., New York, New York
Willis Harman, Study of Alternative Designs for National Goals and Priorities -- $ 9,800
Conservation Foundation, Washington, D.C.
James L. Aldrich, Reading List on Environment and Human Values ---------- $ 1,495
National Academy of Sciences, Washington, D.C.
L.R. Harmon, National Research Council's Survey of Earned Doctorates in Fiscal Year 1972 ---------- $ 15,000
National Student Association, Washington, D.C.
Michael A. Liethen, Student Activism and its Effect on the Academic Community $ 9,971
Woodrow Wilson International Center for Scholars, Washington, D.C.
Benjamin H. Read, Post-Doctoral Fellowships in the Humanities ---------- $ 95,850

Regional Organizations
*Education Programs*
Associated Colleges of the Midwest, Chicago, Illinois
Lawrence Towner and Blair Stewart
Newberry Library Seminar in the Humanities ---------- $ 87,500
New England Aquarium Corporation, Boston, Massachusetts
Guy C. McLeod, Arts Environmental Semester Outline Program ---------- $ 45,400
Regional Education Laboratory for the Carolinas and Virginia, Durham, North Carolina
Mary Ann Brown, Role of the Humanist in Higher Education ---------- $ 19,136

This artesian well near Five Points, Atlanta, Georgia, (1886) illustrates the sanitary reform movement in the urban South, a study of which is being undertaken by John H. Ellis, recipient of a Humanities Endowment Summer Stipend. (Photo: Atlanta Historical Society.)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